

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: Still Elementary

Monitoring Date: 1/15/26

GOAL #1
Literacy (K-2)

During the 2025-2026 SY, the percentage of students in first and second grade scoring in the **prepared** band will increase from 66% to 69% as measured by the spring administration 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
<p>Action Step 1: 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 CCC;s as documented in CCC meeting minutes and progress monitoring data.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • PL plan with training dates and topics • Weekly CCC meeting minutes • PL agenda and training materials <p>Artifact Summary: Teachers are consistently participating in monthly, school-based professional learning focused on the new Georgia ELA standards and the district-adopted curriculum. This implementation is documented through PL agendas, training materials, and weekly CCC meeting minutes, and is reflected in classroom instruction.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Percentage of students in grades 1-2 scoring in the prepared band grew from 20% in the fall to 49% in the winter • In order to reach the goal of 69% in the spring, 165 additional kids need to score in the prepared band. <p>Evidence Summary: The percentage of students in grades 1–2 scoring in the prepared band increased from 20% in the fall to 49% in the winter, representing a 29-point gain. To meet the spring goal of 69%, an additional 20% of students (165 students) need to move into the prepared band. Based on current growth trends, we are on track to meet — and potentially exceed — the spring target.</p>

<p>Action Step 2: Within 15 days of each ELA Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with K-2 teachers to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC meeting minutes • ELA Beacon data reports • Walk through form data to monitor instructional action step implementation <p>Artifact Summary: Weekly CCC meeting minutes document structured discussions with K–2 teachers focused on reviewing school-wide ELA Beacon data, identifying performance trends, and collaboratively determining instructional priorities. ELA Beacon data reports serve as the foundation for these conversations, offering detailed insight into student proficiency levels, growth patterns, and areas of instructional need. To ensure that instructional adjustments were implemented with fidelity, walk-through form data captures evidence of classroom practices aligned to the identified action steps.</p>	<p><i>Evidence is same as action step 1 as the data collected from Beacon is a direct result of both action steps</i></p> <p>Evidence:</p> <ul style="list-style-type: none"> • Percentage of students in grades 1-2 scoring in the prepared band grew from 20% in the fall to 49% in the winter • In order to reach the goal of 69% in the spring, 165 additional kids need to score in the prepared band. <p>Evidence Summary: The percentage of students in grades 1–2 scoring in the prepared band increased from 20% in the fall to 49% in the winter, representing a 29-point gain. To meet the spring goal of 69%, an additional 20% of students (165 students) need to move into the prepared band. Based on current growth trends, we are on track to meet — and potentially exceed — the spring target.</p>
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<p>GOAL #2 Literacy (3-5)</p>	<p>During the 2025-2026 SY, the percentage of students in grades 3-5 scoring in the proficient and distinguished band will increase from 47% to 50% as measured by the Georgia Milestone Assessment.</p>
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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>Actions Step 1: 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 and progress monitoring data.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • PL plan with training dates and topics • Weekly CCC meeting minutes • PL agenda and training materials <p>Artifact Summary:</p> <p>The artifacts demonstrate that 3–5 teachers engaged in ongoing professional learning aligned to the new Georgia ELA standards and the district-adopted curriculum throughout the 2025–2026 school year. The professional learning plan outlines the scheduled monthly sessions, and the specific topics addressed, confirming a structured approach to training. PL agendas and training materials provide evidence of the content delivered and the instructional expectations communicated to teachers. Weekly CCC meeting minutes document continued support through collaborative discussions, progress monitoring, and follow-up on implementation.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • The percentage of students in grades 3-5 scoring in the proficient and/or distinguished bands according to their scale scores regressed from 54% in the fall to 52% in the winter. • We are still above the target of 50% according to the SSP goal for Milestones <p>Evidence Summary:</p> <p>Although proficiency in grades 3–5 decreased slightly from 54% in the fall to 52% in the winter, performance remains above the SSP target of 50%. This data indicates a need to address the small regression while continuing to strengthen instruction so that students demonstrate growth on the ELA Beacon Spring assessment.</p>

<p>Action Step 2: Within 15 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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC meeting minutes • ELA Beacon data reports • Walk through form data to monitor instructional action step implementation <p>Artifact Summary: Weekly CCC meeting minutes document structured discussions with 3-5 teachers focused on reviewing school-wide ELA Beacon data, identifying performance trends, and collaboratively determining instructional priorities. ELA Beacon data reports serve as the foundation for these conversations, offering detailed insight into student proficiency levels, growth patterns, and areas of instructional need. To ensure that instructional adjustments were implemented with fidelity, walk-through form data captures evidence of classroom practices aligned to the identified action steps.</p>	<p><i>Evidence is same as action step 1 as the data collected from Beacon is a direct result of both action steps</i></p> <p>Evidence:</p> <ul style="list-style-type: none"> • The percentage of students in grades 3-5 scoring in the proficient and/or distinguished bands according to their scale scores regressed from 54% in the fall to 52% in the winter. • We are still above the target of 50% according to the SSP goal for Milestones <p>Evidence Summary: Although proficiency in grades 3–5 decreased slightly from 54% in the fall to 52% in the winter, performance remains above the SSP target of 50%. This data indicates a need to address the small regression while continuing to strengthen instruction so that students demonstrate growth on the ELA Beacon Spring assessment.</p>
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<p>GOAL #3 Math (K-2)</p>	<p>During the 2025-2026 SY, the percentage of students in first and second grade scoring in the prepared band will increase from 49% to 52% as measured by the spring administration of the Beacon Assessment.</p>
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<p>Action Step(s)</p>	<p>Summary of Artifacts Indicating Implementation (See SSP)</p>	<p>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</p>
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Action Step 1: 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.

Artifacts:

- Unit instructional maps will outline Georgia Inspire math instructional plan alignment with each unit of study, including the designated implementation timeframe.
- Weekly CCC meeting minutes will document data analysis and discussions on best instructional strategies based on formative assessment results.
- Walkthrough form data will track and document the integration and usage of the Georgia Inspire math instructional plans in the classroom.

Artifact Summary:

The artifacts demonstrate that K–2 teachers consistently integrated Georgia Inspire instructional plans into each mathematical unit. Unit instructional maps verify alignment between the CCSD grade-level frameworks and selected Georgia Inspire lessons, including when each plan was implemented. Weekly CCC meeting minutes provide evidence of ongoing data discussions and collaborative decisions about instructional strategies informed by formative assessment results. Together, these artifacts show a systematic process for planning, implementing, and monitoring the integration of high-quality math tasks to strengthen real-world problem-solving.

Evidence:

- Percentage of students in grades 1-2 scoring in the prepared band grew from 4% in the fall to 29% in the winter for a total of 25% growth.
- In order to reach the goal of 52% in the spring, 59 additional kids need to score in the prepared band. If we continue with the same growth trend, we should reach and possibly exceed our goal.

Evidence Summary:

The percentage of students in grades 1–2 scoring in the prepared band increased from 4% in the fall to 29% in the winter, representing a 25-point gain. To meet the spring goal of 52%, an additional 23% of students (59 students) need to move into the prepared band. Based on current growth trends, we are on track to meet the spring target if the growth rate stays the same.

<p>Action Step 2: Within 15 days of each Math Beacon assessment window, administrators and instructional leaders will facilitate grade level CCC meetings with K-2 teachers to review school-wide data, evaluate student performance trends, and refine instructional strategies to enhance student achievement.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC meeting minutes • Math Beacon data reports • Walk through form data to monitor instructional action step implementation <p>Artifact Summary: Weekly CCC meeting minutes document structured discussions with K–2 teachers focused on reviewing school-wide Math Beacon data, identifying performance trends, and collaboratively determining instructional priorities. Math Beacon data reports serve as the foundation for these conversations, offering detailed insight into student proficiency levels, growth patterns, and areas of instructional need. To ensure that instructional adjustments were implemented with fidelity, walk-through form data captures evidence of classroom practices aligned to the identified action steps.</p>	<p><i>Evidence is same as action step 1 as the data collected from Beacon is a direct result of both action steps</i></p> <p>Evidence:</p> <ul style="list-style-type: none"> • Percentage of students in grades 1-2 scoring in the prepared band grew from 4% in the fall to 29% in the winter • In order to reach the goal of 52% in the spring, 59 additional kids need to score in the prepared band. <p>Evidence Summary: The percentage of students in grades 1–2 scoring in the prepared band increased from 4% in the fall to 29% in the winter, representing a 25-point gain. To meet the spring goal of 52%, an additional 23% of students (59 students) need to move into the prepared band. Based on current growth trends, we are on track to meet the spring target if the growth rate stays the same.</p>
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<p>GOAL #4 Math (3-5)</p>	<p>During the 2025-2026 SY, the percentage of students in 3-5 grade scoring in the proficient and distinguished bands will increase from 57% to 60% as measured by the spring administration of the Georgia Milestone Assessment.</p>
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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>Action Step 1: 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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Unit instructional maps will outline Georgia Inspire math instructional plan alignment with each unit of study, including the designated implementation timeframe. • Weekly CCC meeting minutes will document data analysis and discussions on best instructional strategies based on formative assessment results. • Walkthrough form data will track and document the integration and usage of the Georgia Inspire math instructional plans in the classroom. <p>Artifact Summary: The artifacts collectively show that 3–5 teachers consistently integrated Georgia Inspire instructional plans into each mathematical unit. Unit instructional maps verify alignment between the CCSD grade-level frameworks, and the selected Georgia Inspire lessons, including when each plan was implemented. Weekly CCC meeting minutes provide evidence of ongoing data analysis and collaborative planning to determine effective instructional strategies based on formative assessment trends.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • The percentage of students in grades 3–5 scoring in the prepared or distinguished bands increased from 51% in the fall to 56% in the winter, reflecting 5% growth on the Math Beacon assessment. • To meet the spring goal of 60%, an additional 4% growth is needed. <p>Evidence Summary: Student performance in grades 3–5 showed positive momentum, with proficiency increasing from 51% in the fall to 56% in the winter on the Math Beacon assessment. This 5% gain indicates meaningful progress toward the spring target. To reach the goal of 60% proficiency, an additional 4% growth is still required in the upcoming assessment window.</p>
<p>Action Step 2: Within 15 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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly CCC meeting minutes • Math Beacon data reports • Walk through form data to monitor instructional action step implementation <p>Artifact Summary: Weekly CCC meeting minutes document structured discussions with 3-5 teachers focused on reviewing school-wide Math Beacon data, identifying performance trends, and collaboratively determining instructional priorities. Math Beacon data reports serve as the foundation for these conversations, offering detailed insight into student proficiency levels, growth patterns, and areas of instructional need. To ensure that instructional adjustments were implemented with fidelity, walk-through form data</p>	<p><i>Evidence is same as action step 1 as the data collected from Beacon is a direct result of both action steps</i></p> <p>Evidence:</p> <ul style="list-style-type: none"> • The percentage of students in grades 3–5 scoring in the prepared or distinguished bands increased from 51% in the fall to 56% in the winter, reflecting 5% growth on the Math Beacon assessment. • To meet the spring goal of 60%, an additional 4% growth is needed. <p>Evidence Summary: Student performance in grades 3–5 showed positive momentum, with proficiency increasing from 51% in the fall to 56% in the winter on the Math Beacon assessment. This 5% gain indicates meaningful</p>

	<p>captures evidence of classroom practices aligned to the identified action steps.</p>	<p>progress toward the spring target. To reach the goal of 60% proficiency, an additional 4% growth is still required in the upcoming assessment window.</p>
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<p>GOAL #5 School Selected</p>	<p>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.</p>
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<p>Action Step(s)</p>	<p>Summary of Artifacts Indicating Implementation (See SSP)</p>	<p>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</p>
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<p>Action Step: 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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Discipline flow cart documenting behavioral expectation and management protocols (posted in Teams for reference) • Professional learning agenda and training materials • Discipline referral data reports • SOAR posters in key locations in the building <p>Artifact Summary:</p> <p>The artifacts collectively demonstrate that staff engaged in ongoing professional learning focused on implementing the schoolwide discipline flow chart throughout the 2025–2026 school year. The discipline flow chart, posted in Teams, outlines expectations for classroom-managed and administrative-managed behaviors, along with required communication protocols, serving as a consistent reference for staff. Professional learning agendas and training materials document the quarterly training sessions that introduced and reinforced these expectations. Discipline referral data reports provide evidence of how the flow chart is being applied and help track trends in behavior management. SOAR posters displayed throughout the building reinforce shared behavioral expectations for students and support consistent implementation.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • The current referral count is 99 out of 773 students, representing 12.8% of the student population. • At the same mid-year point in 2024–2025, there were 110 referrals out of 788 students, or 13.9%. <p>Evidence Summary:</p> <p>Referral rates have decreased slightly compared to the same point last year, indicating early progress toward improving schoolwide behavior. SOAR expectations have been implemented in the cafeteria and hallways, and the next step is to extend these expectations into classrooms. Grade-level representatives will bring classroom-specific SOAR expectations to the February BLT meeting. To meet our annual goal, the total number of referrals must remain at 53 or fewer for the remainder of the year.</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...
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	<p>We were able to implement each action step of the goals. Based on our data findings, we created a pivot plan that involves EIP teachers, gifted teachers, and hired tutors with our 20-day funds to fulfill needs.</p>	
<p>To support mid-year adjustments, we have developed a targeted pivot plan to address the needs of specific learners in both Math and ELA.</p> <p>Mathematics</p> <p>Students were identified based on the following criteria:</p> <ul style="list-style-type: none"> • A decline in projected proficiency levels • Continued projection within the “Support Needed” band • A decrease in scale scores <p>These students will participate in small-group instruction led by a support staff teacher or certified tutor. Instruction will utilize Georgia Inspire lessons tailored to the domains where support is needed. Additionally, math groups will incorporate Polya’s Problem-Solving Strategies to strengthen critical thinking and problem-solving skills.</p> <p>English Language Arts (ELA)</p> <p>Learners were identified using these criteria:</p> <ul style="list-style-type: none"> • A drop in Lexile or scale scores • Placement within the “Support Needed” band <p>Support staff and certified tutors will provide small-group instruction using Wonders Leveled Readers, selected according to each group’s Lexile range. Groups will work with texts categorized as Approaching, On-Level, or Beyond-Level to ensure appropriate challenge and growth.</p>		

