

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: Lewis Elementary**

**Monitoring Date: 2025-2026**

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

The percentage of kindergarten students performing at or above benchmark in early literacy, as measured by the AMIRA Screener, will increase from 43% to 50%

The percentage of 1st–2nd grade students scoring at or above grade level in interpreting and constructing meaning from texts will increase from 47% to 51% as measured by the 2025–2026 Georgia BECON Assessment.

**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?**

K–2 teachers will provide daily Tier 1 ELA instruction, monitored through the districtwide walkthrough form. Weekly CCCs will be used to review AMIRA and Common Formative Assessment data and plan targeted small-group interventions in phonics, fluency, and comprehension.

**Performance Target:**  
 To improve early literacy outcomes in K–2 by ensuring daily, data-driven use of the new Tier 1 ELA resources and responsive small-group instruction based on identified skill gaps.

**Implementation (include person responsible):**  
 3rd–5th grade teachers will deliver daily Tier 1 ELA instruction using district-adopted resources, monitored through the districtwide ELA walkthrough form. During weekly CCCs, teachers will review Common Formative Assessment and ELA walkthrough data to plan and adjust targeted small-group instruction in phonics, fluency, and comprehension.

		<b>Artifacts:</b> Artifacts will include ELA walkthrough forms, CCC notes, lesson plans aligned to Tier 1 instruction and small-group interventions, Common Formative Assessment data, and student work samples.
		<b>Progress Monitoring:</b> Progress will be monitored through Common Formative Assessment data, AMIRA benchmarks, student work samples, CCC notes, and walkthrough results.
		<b>Performance Target:</b>
		<b>Implementation</b> <i>(include person responsible):</i>
		<b>Artifacts:</b>
		<b>Progress Monitoring:</b>

<b>GOAL #2</b> <b>Literacy (3-5)</b>	The percentage of 3rd–5th-grade students scoring at the Proficient or Distinguished Learner levels in English Language Arts will increase from 50% to 53% as measured by the 2025–2026 Georgia Milestones EOG 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?
3rd–5th grade teachers will implement the Tier 1 ELA resources daily as indicated by data collected using the districtwide ELA walkthrough form. Once a week, teachers will provide students with extended-response writing tasks using grade-level anchor texts and paired selections aligned with Georgia Milestones expectations. Student responses will be scored using standards-based rubrics and discussed during weekly CCCs to adjust writing instruction.		<b>Performance Target:</b> To increase proficiency in reading comprehension and written expression by implementing the new Tier 1 ELA resources with fidelity and providing regular practice with Milestones-aligned writing tasks.
		<b>Implementation (include person responsible):</b> Teachers will deliver daily ELA instruction using district-approved resources and conduct weekly writing tasks. CCCs will be used to analyze writing samples. Administrators will use walkthroughs and common formative assessment results to monitor effectiveness.
		<b>Artifacts:</b> Artifacts will include ELA walkthrough forms, lesson plans referencing new Tier 1 resources and writing tasks, weekly student writing samples, rubric scores, CCC documentation, and Common Formative Assessment data.
		<b>Progress Monitoring:</b> Progress will be monitored through writing rubric scores, walkthrough data, CCC documentation, and student performance on common formative assessments aligned with ELA standards.
		<b>Performance Target:</b>
		<b>Implementation (include person responsible):</b>
		<b>Artifacts:</b>

		<b>Progress Monitoring:</b>
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<b>GOAL #3</b> <b>Math (K-2)</b>	The percentage of kindergarten students scoring at or above benchmark in Addition & Subtraction will increase from 47% to 51% as measured by the 2025–2026 GKIDS 2.0 Assessment.
	The percentage of 1st–2 <sup>nd</sup> grade students scoring at or above grade level in Patterning and Algebraic Reasoning will increase from 44% to 48% as measured by the 2025–2026 Georgia BECON Assessment.

Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
<p>All kindergarten teachers will implement daily, small-group math instruction focused on foundational addition and subtraction skills, using manipulatives and visual models. Groupings and instructional strategies will be adjusted based on ongoing formative assessment data and reviewed during weekly CCCs.</p> <p>All first and second-grade classroom teachers will provide weekly hands-on math activities focused on pattern recognition, rule-based reasoning, and relational thinking using manipulatives,</p>		<b>Performance Target:</b> To strengthen K–2 students' foundational math skills by increasing conceptual understanding of addition, subtraction, patterns, and algebraic reasoning through differentiated and hands-on instruction. The goal is to improve student performance on GKIDS and Georgia BECON assessments by promoting deeper thinking and application of math concepts.
		<b>Implementation (include person responsible):</b> Kindergarten teachers will deliver daily small-group instruction targeting foundational math skills during core instruction.  First and second-grade teachers will embed weekly hands-on math tasks into core instruction using manipulatives, visual models, and structured math talk. These instructional practices will be reviewed and adjusted during weekly CCCs based on student data and classroom observations.

<p>visual models, and structured math talk. These activities will be embedded during core math instruction and reviewed during grade-level weekly CCCs to adjust instruction based on student understanding.</p>	<div></div> <div> <b>Artifacts:</b>            Implementation will be supported by lesson plans that detail small-group and hands-on math activities, as well as student work samples that reflect engagement with manipulatives and visual models. CCC meeting notes will serve as documentation of instructional planning and adjustments.         </div> <div> <b>Progress Monitoring:</b>            Progress will be monitored through student performance data from the GKIDS 2.0 Assessment for Kindergarten and the Georgia BECON Assessment for Grades 1–2. Additional evidence will include trends in student work samples, CCC notes documenting instructional shifts, and observation data from classroom walkthroughs focused on math instruction and student engagement.         </div>
	<div> <b>Performance Target:</b> </div> <div> <b>Implementation</b> <i>(include person responsible):</i> </div> <div> <b>Artifacts:</b> </div> <div> <b>Progress Monitoring:</b> </div>

<b>GOAL #4</b> <b>Math (3-5)</b>	<p>The percentage of 3rd–5th-grade students scoring at the Proficient or Distinguished Learner levels in Mathematics will increase from 57% to 60%, as measured by the 2025–2026 Georgia Milestones EOG Assessment.</p>
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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?
3rd–5th grade teachers will conduct weekly small-group instruction focused on Georgia Math Standards in problem-solving and computation, using common formative assessment data to guide groupings. Teachers will administer weekly Milestones-aligned performance tasks and review results during weekly CCCs to reteach concepts and adjust instructional pacing.		<b>Performance Target:</b> To increase the number of students scoring Proficient or Distinguished on Milestones by providing focused, small-group math instruction and frequent, aligned performance task practice.
		<b>Implementation:</b> (Include person responsible) Grades 3–5 teachers will deliver weekly small-group math instruction based on formative assessment data. Groupings and strategies will be adjusted during CCCs to support mastery of the Georgia Math Standards assessed on the Milestones. The principal and assistant principal will support implementation through classroom observations and data reviews.
		<b>Artifacts:</b> Artifacts will include small-group lesson plans aligned to the math standards, Common Formative Assessment data used to inform instructional decisions, CCC meeting notes documenting planning and adjustments, and student work samples that reflect understanding of targeted math skills.
		<b>Progress Monitoring:</b> Progress will be tracked through results from Common Formative Assessments, trends in student work, and notes from CCCs reflecting instructional shifts. Milestones-aligned practice assessments and walkthrough observations will provide additional evidence of progress toward increased proficiency levels.
		<b>Performance Target:</b>
		<b>Implementation</b> <i>(include person responsible):</i>

	Artifacts:
	Progress Monitoring:

<b>GOAL #5</b> School Selected
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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?
		Implementation ( <i>include person responsible</i> ):
		Artifacts:
		Progress Monitoring:

		Performance Target:
		Implementation <i>(include person responsible)</i> :
		Artifacts:
		Progress Monitoring:

**Final Notes**

*Robert Babay, Principal*

**Principal Signature**

**Assistant Superintendent**