

School Name: Frey Elementary
Date: June 8, 2026

GOAL #1 Literacy (K-2)	The percent of 1 st and 2 nd grade students scoring prepared on the Beacon ELA assessment will increase from 38% on the Fall administration to 58% on the Spring administration during the 2026-2027 school year.
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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 monitor the outcome?
K-2 teachers will participate in collaborative planning and professional learning focused on effective implementation of the new Wonders curriculum and Tier 1 ELA resources. Teachers will use Beacon and CFA data during CCC's to identify specific literacy skill gaps, plan targeted instruction and adjust instruction based on student progress.	8.3.26	Performance Target: K-2 teachers will use Beacon and CFA data during CCCs to identify specific literacy skill gaps and implement targeted instructional strategies to address identified student needs. Implementation will be monitored monthly through CCC planning artifacts and walkthroughs, and impact will be measured through subsequent CFA and Beacon data. Implementation: Ongoing: -Beacon Data Digs (grade level CCCs, team leaders, administration) in Oct. 2026, December 2026, February 2027 and May 2027 -Teachers will meet with CCCs for long term planning based on data review and implement new assessment plans -Teachers will review data from Amira, I-Ready and Oral reading fluency assessments (as applicable) Weekly: -Teacher swill plan in CCCs using Wonders and UFLI -Teachers will utilize the digital platform in Wonders -Administration will conduct walkthroughs to observe lesson plan implementation -Participation in weekly CCC meetings with assessment focus (teachers/administration) -Participation in ongoing Wonders professional learning (teachers/administration)

		Artifacts: - Lesson plans with targeted literacy standards integrating new Wonders resources (posted in a consistent location as a team) -Guided reading and intervention group documentation -CCC meeting minutes -Implementation of assessment plan -Data from assessments
		Progress Monitoring: -The leadership team and administrative team will review walkthrough data at the end of each quarter to monitor the 120-minute literacy block with Wonders implementation. -Implementation of the four questions of an effective CCC

GOAL #2 Literacy (3-5)	The percent of 3rd-5th grade students scoring prepared on the Beacon assessment will increase from 52% to 55%.
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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?
3-5 teachers will engage in collaborative planning focused on using Wonders and Tier 1 ELA resources to strengthen standards based literacy instruction. During CCCs, teachers will analyze Beacon, CFA/CSAs and other student performance data to identify priority standards, determine	8.3.26	Performance Target: Grades 3-5 teachers will use Beacon, CFA/CSA, and other student-performance data during CCCs to identify priority literacy standards and implement targeted reteaching or enrichment based on identified needs. Implementation will be monitored monthly through CCC planning artifacts and walkthroughs, and impact will be measured through subsequent common assessment and Beacon data. Implementation: Ongoing: -Beacon Data Digs (grade level CCCs, team leaders, administration) in Oct. 2026, December 2026, February 2027 and May 2027

instructional needs and plan reteaching and enrichment.

- Teachers will meet with CCCs for long term planning based on data review and new assessment plans
- Teachers will review data from Amira, I-Ready and Oral reading fluency assessments (as applicable)

Weekly:

- Teacher will plan in CCCs using Wonders and UFLI
- Teachers will utilize the digital platform in Wonders
- Administration will conduct walkthroughs to observe lesson plan implementation
- Participation in weekly CCC meetings with assessment focus (teachers/administration)
- Participation in ongoing Wonders professional learning (teachers/administration)

Artifacts:

- Lesson plans with targeted literacy standards integrating new Wonders resources (posted in consistent location as a team)
- Guided reading and intervention group documentation
- CCC meeting minutes
- Implementation of assessment plan
- Data from assessments

Progress Monitoring:

- The leadership team and administrative team will review walkthrough data at the end of each quarter to monitor the 120-minute literacy block with Wonders implementation.
- Implementation of the 4 questions of an effective CCC

GOAL #3
Math (K-2)

The percent of 1st-2nd grade students scoring prepared on the Math Beacon Assessment will increase from 36% on the Fall administration to 54% on the Spring administration.

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?
1st and 2nd grade teachers will use Beacon and CFA data during CCCs to identify students' specific math skill gaps. Students will participate in a Math Lab rotation in addition to specials where math instruction will reinforce priority standards and areas of need. Math Lab and classroom teachers will collaborate to align instruction to identified student needs. Teachers will review data during CCCs and adjust WIN groups and instructional focus based on student progress.	8.3.26	Performance Target: Grades 1-2 students will receive targeted Math Lab instruction aligned to specific skill gaps identified through Beacon and CFA data. Math Lab and classroom teachers will collaborate to align instruction and adjust focus based on student progress. Implementation will be monitored monthly through Math Lab plans and CCC review will be measured through Beacon, common assessments, and Math Lab performance data. Implementation: Ongoing: -Frey instructional expectations reviewed regularly and shared by administration -Teachers meet in CCCs for long term planning and to review math data and adjust groups as needed -Beacon data dig (quarterly) Weekly: -Teachers will plan in CCCs to identify students and make intervention/extension groups -Teachers will post lesson plans for CCCs and for admin review -Administration will do walkthroughs to observe WIN block and Math Lab -Teachers will utilize the targeted math planning template for WIN Block Artifacts: -CCC meeting minutes/agenda -Lesson plans posted in consistent location as a team -Walkthrough data from administration -Data from common assessments Progress Monitoring: -Administration and leadership team will review lesson plans monthly and give feedback regarding posted plans and the use of the math targeted intervention template. -Administration and leadership team will review walkthrough data at the end of each quarter to monitor the WIN block and Math Lab. -CCCs, Administration and leadership team will review common assessment data with teams -Implementation of the 4 questions of an effective CCC

GOAL #4 Math (3-5)	The percent of 3 rd -5 th grade students scoring proficient and distinguished will increase from 62%-65% as measured by the 2026-2027 EOGs.
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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 use Beacon and CFA and classroom data to identify priority math standards and students needing intervention, reteaching or enrichment. The Math Lab will provide additional targeted practice on priority standards as an addition to our specials rotation. Math Lab and classroom teachers will collaborate to align instruction to identify student needs. Student progress will be measured through Beacon, common assessments and Math Lab performance data reviewed at CCCs.	8.3.26	Performance Target: Grades 3-5 students will receive targeted Math Lab instruction in priority standards based on Beacon, CFA, and classroom data. Math Lab and classroom teachers will collaborate to align instruction and adjust intervention, reteaching, or enrichment based on progress. Implementation will be monitored monthly through Math Lab plans and CCC review and impact will be measured through Beacon, common assessments, and Math Lab performance data. Implementation: Ongoing: -Frey instructional expectations reviewed regularly and shared by administration -Teachers meet in CCCs for long term planning and to review math data and adjust groups as needed -Beacon data dig (quarterly) Weekly: -Teachers will plan in CCCs to identify students and make intervention/extension groups/EOG readiness groups -Teachers will use the targeted math intervention template -Teachers will post lesson plans for CCCs and for admin review -Administration will do walkthroughs to observe WIN block and Math Lab -Teachers will utilize the targeted math planning template for WIN Block Artifacts: -CCC meeting minutes/agenda -Lesson plans posted in consistent location as a team -Walkthrough data from administration -Data from common assessments

Progress Monitoring:

- Administration and leadership team will review lesson plans monthly and give feedback regarding posted plans and the use of the math targeted intervention template.
- Administration and leadership team will review walkthrough data at the end of each quarter to monitor the WIN block and Math Lab.
- CCCs, Administration and leadership team will review common assessment data with teams
- Implementation of the 4 questions of an effective CCC

Final Notes

As a school, we are focused on increasing the number of Level 4 scores on the EOGs. To support this goal, we are refining our Advanced Content (AC) model and reconfiguring how we cluster students. Additionally, we will be implementing Talent Development extension groups, alongside our WIN block extension groups, to better meet the needs of students who have already mastered the standards and are ready for greater academic challenge.

In addition, we will focus on students requiring intensive intervention by employing various models such as EIP, Win Block, tutoring, and small group instruction.

Principal Signature*Laura Fiedler***Assistant Superintendent**

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