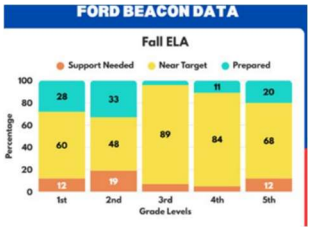
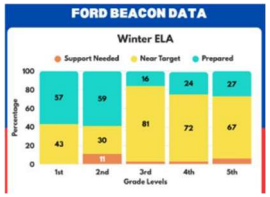
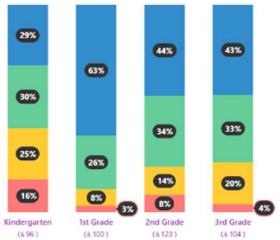
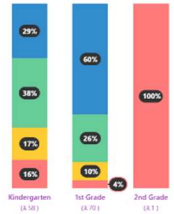
For each School Strategic Plan goal, identify progress on any action steps. ***Provide data to support the impact/implementation.*** ***Implementation artifacts and evidence for impact should align to the SSP.***
School Name: Ford Elementary
Monitoring Date: 2025-2026

GOAL #1 **Literacy (K-2)**	By May 2026, the percentage kindergarten, first and second grade students scoring in the p*repared* range on the Interpreting Texts category of the spring Beacon assessment will increase from 28% to 45%. The Beacon will be used to monitor progress for first and second grade students. Amira will be used to monitor progress for our kindergarten students.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

Beginning August 2025, **K–2 te** **achers will analyze Amira and Beacon assessment data** during CCCs to identify students requiring additional support in vocabulary and language comprehension. Teachers will use diagnostic data to form **targeted intervention groups** and select **strategies aligned to student needs**.	**Artifacts:** CCC meeting agenda & meeting minutes Lessons plans (in OneNote) Walk through data Data spreadsheets Assessment data- Amira and Beacon and CFAs **Artifact Summary:** - Lesson plans posted in our OneNote shows planning for the 120 minute literacy block, and walks/observations verify that this block of time is being honored. - We have five teachers participating in the GA Literacy Academy Courses this year because they just completed LETRS training last year. - CCC minutes are documented in our 2025-2026 Ford OneNote.	**Evidence:**   BOY  MOY  **Evidence Summary:** Amira: ** Our students are still in the process of taking the Amira. Beacon data: 1st grade prepared: 28% to 57% from fall to winter administration. 2nd grade prepared: 33% to 59% from fall to winter administration

From August 2025 through May 2026, **K–2 teachers will implement the new ELA resources daily through explicit and systematic instruction in vocabulary and language comprehension** using the **Wonders curriculum**, as indicated by data collected with the districtwide ELA walkthrough form.

Artifacts:

- Weekly Wonders lesson plans
- Master schedule showing daily Tier 1 instruction and ELA block
- District ELA walkthrough forms
- Curriculum pacing guides

Artifact Summary:

- Lesson plans posted in our OneNote shows planning for the 120 minute literacy block, and walks/observations verify that this block of time is being honored.

- Based on classroom observations, we have observed that 100% of our teachers are implementing Wonders and are continuing to use UFLI for phonics instruction (K-2).

- We have five teachers participating in the GA Literacy Academy Courses this year because they just completed LETRS training last year.

- CCC minutes are documented in our 2025-2026 Ford OneNote.

Evidence:

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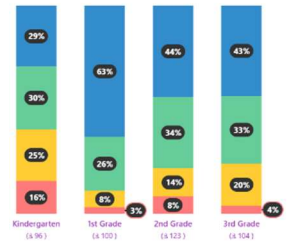
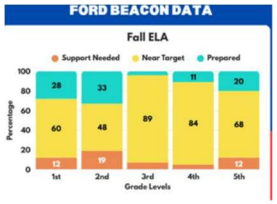
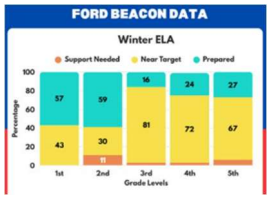






Evidence Summary:

Amira:

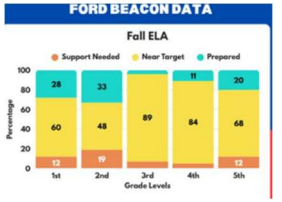
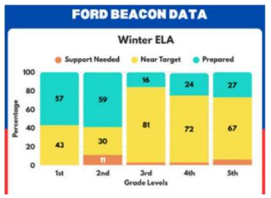
** Our students are still in the process of taking the Amira.

Beacon data:

1st grade prepared: 28% to 57% from fall to winter administration.

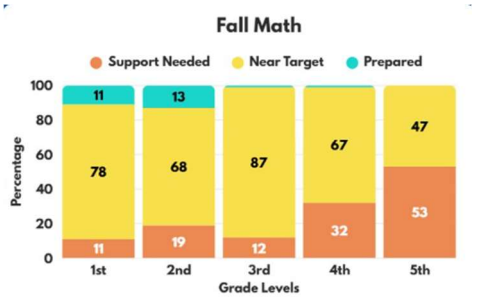
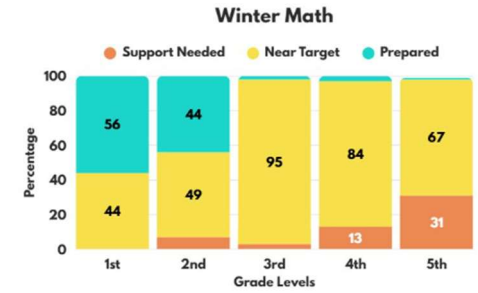
2nd grade prepared: 33% to 59% from fall to winter administration

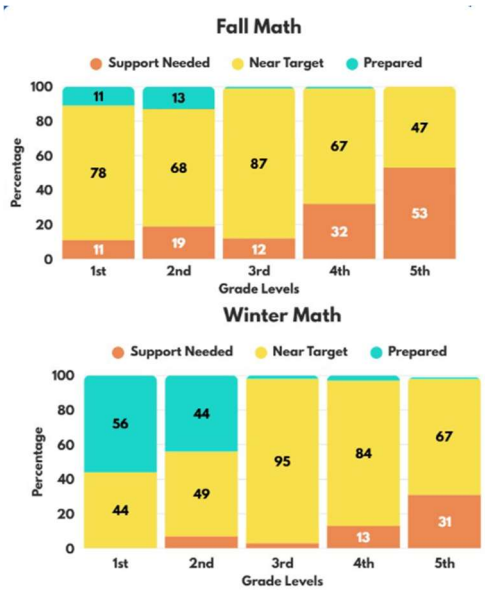
GOAL #2 Literacy (3-5)	By May 2026, the percentage of 3rd, 4th, & 5th grade students scoring a Level 3 or 4 on the Georgia Milestones in the area of reading and vocabulary will increase from 49% to 51%.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
From August 2025 through May 2026, **3rd -5th** grade teachers will review Beacon data during CCCs to identify students scoring below the prepared range on the Beacon (which aligns to the GA Milestones). Diagnostic tools will guide the formation of intervention groups and the selection of targeted instructional strategies to address identified needs.	**Artifacts:** • CCC meeting agendas & meeting minutes • Master schedule • Lesson plans • Walkthrough data • Data spreadsheets • Assessment data- Amira and Beacon and CFAs **Artifact Summary:** - Lesson plans posted in our OneNote shows planning for the 120 literacy block, and walks/observations verify that this block of time is being honored. - We have five teachers participating in the GA Literacy Academy Courses this year because they just completed LETRS training last year. - CCC minutes are documented in our 2025-2026 Ford OneNote	**Evidence:**   **Evidence Summary:** Amira: ** Our students are still in the process of taking the Amira. Beacon data: 3rd grade prepared: 4% to 16% from fall to winter administration. 4th grade prepared: 11% to 24% from fall to winter administration 5th grade prepared: 20% to 27% from fall to winter administration Many of our students who are performing at the "near target" level are predicted to be proficient on the Georgia Milestones.

From August 2025 through May 2026, grades 3–5 teachers will implement the new ELA resources daily through explicit and systematic instruction in vocabulary and reading comprehension using the Wonders curriculum and the Cobb County morphology lessons, as indicated by data collected with the districtwide ELA walkthrough form.	**Artifacts:** • CCC meeting agendas & meeting minutes • Master schedule • Lesson plans • Walkthrough data • Data spreadsheets • Assessment data- Amira and Beacon and CFAs **Artifact Summary:** - Lesson plans posted in our OneNote shows planning for the 120 minute literacy block, and walks/observations verify that this block of time is being honored. - Based on classroom observations, we have observed that 100% of our teachers are implementing Wonders and are continuing to use UFLI for phonics instruction (K-2). - We have five teachers participating in the GA Literacy Academy Courses this year because they just completed LETRS training last year. - CCC minutes are documented in our 2025-2026 Ford OneNote.	**Evidence:** **Evidence Summary:** Amira: ** Our students are still in the process of taking the Amira. Beacon data: 3rd grade prepared: 4% to 16% from fall to winter administration. 4th grade prepared: 11% to 24% from fall to winter administration 5th grade prepared: 20% to 27% from fall to winter administration

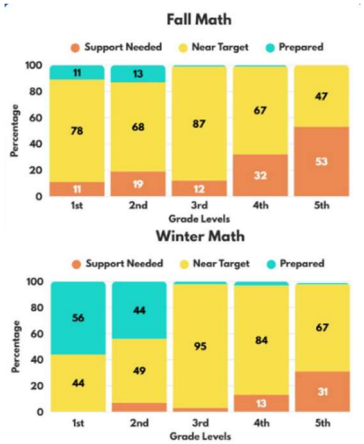
GOAL #3 **Math (K-2)**	**The percent of 1st and 2nd grade students scoring prepared will increase from 50% to 52% in numerical reasoning as measured by the 2024-2025 spring administration of the Beacon assessment. Kindergarten will increase from 28% to 30% in numerical reasoning on the spring administration of the Beacon.**

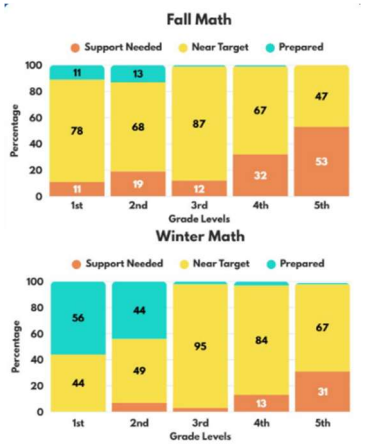
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
K–2 teachers will use CTLS Math resources to deliver differentiated instruction and targeted, small-group interventions using hands-on manipulatives, visual models, and real-world problem-solving activities as measured through formal and informal observations, CFAs, & interims.	**Artifacts:** • Classroom walkthroughs and observations • Lesson plans • Math PL • Master schedule • Grade level CCC agenda & meeting minutes **Artifact Summary:** - Lesson plans posted in our OneNote shows planning for math instruction and intervention, and walks/observations verify that this block of time is being honored. - Based on classroom observations, we have observed that 100% of our teachers are implementing CCSD math curriculum and resources. Assessment data is reviewed during CCCs.	**Evidence:**   **Evidence Summary:** Beacon data: 1st grade prepared: 11% to 56% from fall to winter administration. 2nd grade prepared: 13% to 44% from fall to winter administration

K-2 teachers will consistently create and use the protected intervention time for targeted math instruction with fidelity measured by weekly lesson plans and administrative observation	**Artifacts:** • Classroom observations/walkthroughs • Lesson plans • Master schedule • CCC agenda & meeting minutes **Artifact Summary:** Lesson plans posted in our OneNote shows planning for math instruction and math intervention, and walks/observations verify that this block of time is being honored. - Based on classroom observations, we have observed that 100% of our teachers are using CCSD math curriculum and resources. Assessment data is reviewed during CCCs.	**Evidence:**  **Evidence Summary:** Beacon data: 1st grade prepared: 11% to 56% from fall to winter administration. 2nd grade prepared: 13% to 44% from fall to winter administration

GOAL #4 **Math (3-5)**	**The percent of 3rd-5th grade students scoring proficient on the Georgia Milestones EOG will increase from 38% to 41% in the Geometric and Spatial category as measured by the 2025-2026 spring administration of the Georgia Milestones.**

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

From August 2025 through May 2026, 3rd-5th grade teachers will use CTLS Math resources to deliver differentiated instruction and targeted small-group interventions in patterning and algebraic reasoning using hands-on manipulatives, visual models, and real-world problem-solving activities as measured through formal and informal observations, common formative assessments, and interim assessments.	**Artifacts:** • Classroom walkthroughs and observations • Master schedule • Lesson plans • Grade level CCC agenda & meeting minutes **Artifact Summary:** Lesson plans posted in our OneNote shows planning for math instruction and math intervention, and walks/observations verify that this block of time is being honored. - Based on classroom observations, we have observed that 100% of our teachers are using CCSD math curriculum and resources. Assessment data is reviewed during CCCs.	**Evidence:**  **Evidence Summary:** Beacon data: 3rd grade prepared: 1% to 2% from fall to winter administration. 4th grade prepared: 1% to 3% from fall to winter administration 5th grade prepared: 0% to 1% from fall to winter administration Many of our students who are performing at the "near target" level are predicted to be proficient on the Georgia Milestones, although they are not showing as prepared.

From August 2025 through May 2026, 3rd-5th grade teachers will consistently create and use the protected intervention time for targeted math instruction with fidelity measured by weekly lesson plans and administrative observation.	**Artifacts:** • Classroom walkthroughs and observations • Master schedule • Lesson plans • Grade level CCC agenda & meeting minutes **Artifact Summary:** Lesson plans posted in our OneNote shows planning for math instruction and math intervention, and walks/observations verify that this block of time is being honored. - Based on classroom observations, we have observed that 100% of our teachers are using CCSD math curriculum and resources. Assessment data is reviewed during CCCs.	**Evidence:**  **Evidence Summary:** Beacon data: 3rd grade prepared: 1% to 2% from fall to winter administration. 4th grade prepared: 1% to 3% from fall to winter administration 5th grade prepared: 0% to 1% from fall to winter administration Many of our students who are performing at the "near target" level are predicted to be proficient on the Georgia Milestones, although they are not showing as prepared.

	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**

GOAL #5 **School Selected**	

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**

	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**
	Artifacts: **Artifact Summary:**	**Evidence:** **Evidence Summary:**

Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc…