

School Name: Vaughan Elementary School
Date: August 31, 2026

GOAL #1 Literacy (K-2)	By the end of the 2026–2027 school year, the percentage of students in grades 1–2 scoring Prepared on the Spring Beacon ELA will increase from 63.4% to 66.4%.
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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?
Implement a K–2 professional learning cycle utilizing <i>The Writing Revolution</i> to strengthen explicit writing instruction, with an emphasis on sentence development, text-based writing, academic language, and students’ ability to construct written responses across the literacy block.	7/27/26	Performance Target: 14% of 1 st and 2 nd grade students scored “prepared” in the domain of constructing text in the fall administration of Beacon. By winter administration of Beacon, 31% of 1 st and 2 nd grade students will score “prepared” in the domain of constructing texts. By the spring administration of Beacon, 47% of 1 st and 2 nd grade students will score “prepared” in the domain of constructing texts.
		Implementation: K–2 teachers will participate in ongoing professional learning connected to <i>The Writing Revolution</i> . During CCCs, teachers will identify writing strategies that align with current literacy standards and Wonders units, plan opportunities for students to practice sentence-level and text-based writing and analyze student writing samples to determine next instructional steps. Teachers will implement selected strategies during the literacy block to support students in developing stronger sentences, using academic language, responding to texts, and organizing ideas in writing. Administrators and instructional support staff will monitor implementation through CCC participation, classroom walkthroughs using the CCSD walkthrough form, and review of student writing artifacts.

	Artifacts: Professional learning agendas; CCC agendas and notes; lesson plans; student writing samples; sentence-level writing practice; text-based written responses; common writing samples; classroom walkthrough notes. Progress Monitoring: Progress will be monitored through professional learning participation, CCC review of student writing samples, classroom walkthrough evidence, and analysis of common writing artifacts. Teams will use student writing evidence to identify strengths, misconceptions, and next instructional steps.
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GOAL #2 Literacy (3-5)	By the end of the 2026–2027 school year, the percentage of students in grades 3–5 scoring Prepared on the Spring Beacon ELA assessment will increase from 32.4% to 35.4%.		
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?	
Implement a grades 3–5 professional learning cycle utilizing <i>The Writing Revolution</i> to strengthen explicit writing instruction, with an emphasis on sentence development, text-based writing, academic language, use of evidence, and students’ ability to construct written responses across the literacy block.	7/27/26	Performance Target: 16% of 3-5 students scored “prepared” in the domain of constructing text in the fall administration of Beacon. By winter administration of Beacon, 26% of 3-5 students will score “prepared” in the domain of constructing texts. By the spring administration of Beacon, 35% of 3-5 students will score “prepared” in the domain of constructing texts. Implementation: Grades 3–5 teachers will participate in ongoing professional learning connected to <i>The Writing Revolution</i>. During CCCs, teachers will identify writing strategies that align with current literacy standards and Wonders units, plan opportunities for students to practice sentence-level writing and text-based responses and analyze student writing samples to determine next instructional steps. Teachers will implement selected strategies during the literacy block to support students in developing stronger sentences, using academic language, responding to texts, citing evidence, and organizing ideas in writing. Administrators and instructional support staff will monitor implementation through CCC participation, classroom walkthroughs, teacher reflections, and review of student writing artifacts. Artifacts: Professional learning agendas; CCC agendas and notes; teacher reflection forms; lesson plans; student writing samples; sentence-level writing practice; text-based written responses; common writing samples; classroom walkthrough notes.	

Progress Monitoring: Progress will be monitored through professional learning participation, CCC review of student writing samples, classroom walkthrough evidence, and analysis of common writing artifacts. Teams will use student writing evidence to identify strengths, misconceptions, and next instructional steps.

GOAL #3 Math (K-2)	By the end of the 2026–2027 school year, the percentage of students in grades K–2 scoring Prepared on the Spring Beacon Math assessment will increase from 41.2% to 44.2%.		
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?	
Implement a K–2 professional learning cycle using <i>Figuring Out Fluency in Mathematics</i> to strengthen students’ foundational mathematical reasoning, with an emphasis on flexible, efficient, and accurate strategies aligned to identified Beacon domain needs.	7/27/26	Performance Target: 6.7% of 1 st and 2 nd grade students scored “prepared” in the domain of numerical reasoning in the fall administration of Beacon. By winter administration of Beacon, 28% of 1 st and 2 nd grade students will score “prepared” in the domain of numerical reasoning. By the spring administration of Beacon, 50% of 1 st and 2 nd grade students will score “prepared” in the domain of numerical reasoning.	
		Implementation: Teachers in grades K-2 will participate in a structured book study using <i>Figuring Out Fluency in Mathematics</i> . Professional learning will focus on developing students’ mathematical flexibility, strategy selection, reasoning, and efficiency rather than relying only on procedural fluency or memorization. During CCCs, teachers will connect book study concepts to current math standards, plan fluency routines and reasoning tasks aligned to identified Beacon domain needs, examine student work, and identify next instructional steps. Teachers will implement selected routines and strategies in math instruction, with targeted attention to numerical reasoning, including number sense, place value, addition/subtraction, and foundational computation, as well as opportunities to strengthen patterning and algebraic reasoning and geometric and spatial reasoning through standards-aligned tasks. Administrators, the Guiding Coalition, and grade-level teams will support implementation through CCC planning, classroom visits, use of the CCSD walkthrough form, and data review.	
		Artifacts: Book study agendas and discussion notes; CCC lesson planning documents; student work samples; common formative assessment data; Beacon data; classroom walkthrough results.	

		Progress Monitoring: Progress will be monitored through professional learning participation, CCC review of fluency routine planning and implementation artifacts, classroom walkthrough evidence, and analysis of student work samples. Teams will review student performance by priority math standards and identified Beacon domains, including numerical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning, to identify strengths, misconceptions, and next instructional steps. Grade-level teams will use this evidence to adjust instruction, grouping, intervention, and future professional learning support.
Implement standards-aligned common formative assessments with student reflection to increase student ownership of learning and support teacher decision-making during CCCs.	9/1/26	Performance Target: By May 2027, 90% of students in grades K-2 will complete pre- and post-assessment reflections for grade-level math common formative assessments. Using a school-developed reflection rubric or checklist, at least 80% of students will accurately identify their level of preparedness, reflect on their assessment performance, and name a specific next step for growth by the final common formative assessment cycle.
		Implementation: Grades K-2 teachers will collaboratively plan and administer common formative assessments aligned to priority math standards and the updated Tier 1 Math Instructional Package. Prior to each common formative assessment, students will complete a brief reflection indicating how prepared they believe they are for the assessed standard or skill. After the assessment, students will reflect on their performance, identify strengths and areas for growth, and set a next-step goal. During CCC meetings, teachers will analyze common formative assessment results, compare student self-reflection data to performance data, identify students in need of re-teaching or extension, and plan instructional next steps. Teachers will use the updated Tier 1 Math Instructional Package to ensure consistent implementation of standards-based instruction, aligned tasks, fluency routines, and instructional strategies that support numerical reasoning. Administrators, the Guiding Coalition, and grade-level teams will monitor implementation through CCC agendas, assessment data reviews, student reflection samples, lesson plans, and classroom walkthroughs.
		Artifacts: Common formative assessments; student pre- and post-assessment reflection forms; CCC agendas and minutes; grade-level data analysis documents; lesson plans aligned to the Tier 1 Math Instructional Package; student work samples; small-group/re-teaching plans; classroom walkthrough notes; Beacon data reports.
		Progress Monitoring: Progress will be monitored through monthly CCC data conversations, review of common formative assessment results, analysis of student reflection trends, classroom walkthroughs, and Beacon administration data. Grade-level teams will use CFA and reflection data to determine students needing re-teaching, intervention, or extension. Administrators will review evidence of implementation and provide support to ensure instructional adjustments are made based on student performance and reflection data.

GOAL #4 Math (3-5)	By the end of the 2026–2027 school year, the percentage of students in grades 3–5 scoring Levels 2–4 on the Math Milestones will increase from 95.2% to 98.2%.		
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?	
Implement a grades 3–5 professional learning cycle using <i>Figuring Out Fluency in Mathematics</i> to strengthen students’ numerical reasoning, with an emphasis on flexible, efficient, and accurate strategies for fractions, decimals, and foundational computation.	7/27/26	Performance Target: 3.3% of 3-5 students scored “prepared” in the domain of numerical reasoning in the fall administration of Beacon. By winter administration of Beacon, 10% of 3-5 students will score “prepared” in the domain of numerical reasoning. By the spring administration of Beacon, 20% of 3-5 students will score “prepared” in the domain of numerical reasoning.	
		Implementation: Teachers in grades 3–5 will participate in a structured book study using <i>Figuring Out Fluency in Mathematics</i> . Professional learning will focus on developing students’ mathematical flexibility, strategy selection, reasoning, and efficiency rather than relying only on procedural fluency or memorization. During CCCs, teachers will connect book study concepts to current math standards, plan fluency routines aligned to numerical reasoning, examine student work, and identify next instructional steps. Teachers will implement selected routines and strategies in math instruction, with a specific focus on fractions, decimals, and computation strategies that support conceptual understanding. Administrators, the Guiding Coalition, and grade-level teams will support implementation through CCC planning, classroom visits, use of the CCSD walkthrough form, and data review.	
		Artifacts: Book study agendas and discussion notes; CCC lesson planning documents; student work samples; common formative assessment data; Beacon data; classroom walkthrough results.	
		Progress Monitoring: Progress will be monitored through grade-level CCCs, common formative assessments, Beacon Math data, student work analysis, and classroom walkthrough evidence. Teams will review student performance by numerical reasoning standards and adjust instruction, grouping, and intervention based on student needs.	

Grades 3–5 teachers will implement standards-aligned common formative assessments that include student reflection before and after assessment administration. Teachers will use the updated district Tier 1 Math Instructional Package to support planning, instruction, assessment alignment, and instructional response.	9/1/26	Performance Target: By May 2027, 90% of students in grades 3–5 will complete pre- and post-assessment reflections for grade-level math common formative assessments. Using a school-developed reflection rubric or checklist, at least 80% of students will accurately identify their level of preparedness, reflect on their assessment performance, and name a specific next step for growth by the final common formative assessment cycle. Implementation: Grades 3–5 teachers will collaboratively plan and administer common formative assessments aligned to priority math standards and the updated Tier 1 Math Instructional Package. Prior to each common formative assessment, students will complete a brief reflection indicating how prepared they believe they are for the assessed standard or skill. After the assessment, students will reflect on their performance, identify strengths and areas for growth, and set a next-step goal. During CCC meetings, teachers will analyze common formative assessment results, compare student self-reflection data to performance data, identify students in need of re-teaching or extension, and plan instructional next steps. Teachers will use the updated Tier 1 Math Instructional Package to ensure consistent implementation of standards-based instruction, aligned tasks, fluency routines, and instructional strategies that support numerical reasoning. Administrators, the Guiding Coalition, and grade-level teams will monitor implementation through CCC agendas, assessment data reviews, student reflection samples, lesson plans, and classroom walkthroughs. Artifacts: Common formative assessments; student pre- and post-assessment reflection forms; CCC agendas and minutes; grade-level data analysis documents; lesson plans aligned to the Tier 1 Math Instructional Package; student work samples; small-group/re-teaching plans; classroom walkthrough notes; Beacon and Milestones data reports. Progress Monitoring: Progress will be monitored through monthly CCC data conversations, review of common formative assessment results, analysis of student reflection trends, classroom walkthroughs, and Beacon administration data. Grade-level teams will use CFA and reflection data to determine students needing re-teaching, intervention, or extension. Administrators will review evidence of implementation and provide support to ensure instructional adjustments are made based on student performance and reflection data.
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Final Notes

Vaughan Elementary continues to demonstrate strong overall academic performance, particularly in grades 3–5 math, where 95.2% of students scored Levels 2–4 on the 2026 Math Milestones and Grade 5 showed notable growth in achievement and Level 4 performance. Spring Beacon data also indicate areas for continued growth across K–5. In mathematics, students need targeted support with foundational reasoning, including numerical reasoning, fractions, decimals, patterning and algebraic reasoning, and geometric and spatial reasoning. In ELA, Beacon data shows a need to strengthen students’ ability to construct written responses, respond to texts through writing, use academic language, and apply grade-level writing structures. The identified action steps directly align to these areas of need by supporting teacher professional learning and classroom implementation. The *Figuring Out Fluency in Mathematics* professional learning cycle and common formative assessments with student reflection will support stronger math instruction, student ownership, and responsive planning. The *Writing Revolution* professional learning cycle will support consistent, explicit writing instruction through analytical writing routines, process writing routines, collaborative conversations, and the use of rubrics, student models, and anchor papers.

Principal Signature

Dr. Jenny Douglas

Assistant Superintendent