School Name: Eastvalley Elementary
Date: June 15, 2025

GOAL #1 **Literacy (K-2)**	During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students performing in the prepared category on the ELA Beacon assessment from 45% to 50%.

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 implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	7/28/25	**Performance Target:** All teachers will implement the Wonders reading curriculum. Wonders is designed to foster students' growth as readers, writers, communicators, and life-ready learners. Through exploration of texts and daily development of their skills, students experience the power of literacy.
		Implementation (*include person responsible*): Provide Professional Learning • Conduct initial and ongoing training on curriculum components, instructional routines, and lesson planning. *(Admin and teacher leaders- ongoing)* Collaborative Planning • Grade-level teams will meet weekly to plan lessons aligned with ELA standards and pacing guides. *(Grade level teams- ongoing)* Instructional Delivery Monitoring • Admin team and will conduct walkthroughs and provide feedback. • Use common language across all grade levels to support writing connected to text *(Admin & Grade level teams- ongoing)* Assessment and Progress Monitoring

- Teachers will use common formative assessments and district-approved screeners to track student progress.
(Grade level teams- ongoing)

Data-Driven Instruction
- Teachers will analyze assessment data in CCCs to identify trends, adjust instruction, and group students for intervention or enrichment.
(Grade level teams- ongoing, weekly)

Family Communication
- Teachers will send regular updates to families about reading goals, strategies used, and ways to support at home.
(Grade level teams- ongoing, weekly)

Artifacts:
- Sign-in sheets and agendas from training sessions
- Weekly collaborative planning notes and shared lesson plans
- Walkthrough and observation forms/checklists
- Samples of student work aligned to lessons
- Assessment data reports
- PLC meeting notes with documented instructional decisions
- Copies of newsletters or family communication logs
- Anchor charts, decodable texts, and materials used during instruction

Progress Monitoring:
- Classroom walkthroughs- Principal and Assistant Principal
- Discussions and reflection in CCCs-Grade level teams
- Common formative assessments, common summative assessments-grade level teams, Eastvalley Leadership Team, ELA Action Team
- Progress monitoring of below grade level students-grade level teams
- Fidelity checks and reflections-admin team

    Eastvalley Data 25-26.xlsx

Collaborative teams will develop and follow an assessment plan that outlines assessment types, frequency, and administration timelines.	**Performance Target:** Collaborative teams will create and utilize assessment plans for each instructional unit. Each plan will include at least two common formative assessments and one common summative assessment per unit. Assessment plans will be aligned to standards and include clear timelines for administration.

Implementation (*include person responsible***):**

Training on Assessment Planning

- Provide professional learning on assessment design, purpose, and planning templates.
  (Admin- July/August, revisit quarterly)

Team Collaboration in CCCs

- Grade-level or content teams will meet regularly to develop unit-based assessment plans collaboratively.
  (Grade level teams- ongoing)

Assessment Administration

- Teachers will administer the assessments according to the established timeframe.
  (Grade level teams- ongoing)

Data Analysis and Instructional Response

- Teams will analyze assessment data in CCCs to adjust instruction, re-teach, and provide enrichment or intervention.
  (Grade level teams- ongoing)

Artifacts:

- Completed unit assessment plans (with descriptions, number/type of assessments, timelines)
- CCC Meeting notes and agendas
- Copies of common formative and summative assessments
- Data analysis form
- Assessment calendars by grade level/subject

Progress Monitoring:

Collection and review of assessment plans-grade level leads and admin

CCC check-ins on assessment development and use-grade level leads

Walkthroughs to observe standards-aligned instruction- admin

Review of student data analysis and action steps-admin team, leadership team

GOAL #2 Literacy (3-5)	During the 2025-2026 school year, we will increase the percentage of third through fifth grade students demonstrating ELA proficiency at a Level 3 or greater from 43% to 50% as measured by the Georgia Milestone 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?
3-5 teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	7/28/25	**Performance Target:** All teachers will implement the Wonders reading curriculum. Wonders is designed to foster students' growth as readers, writers, communicators, and life-ready learners. Through exploration of texts and daily development of their skills, students experience the power of literacy.
		Implementation (*include person responsible***):** Provide Professional Learning • Conduct initial and ongoing training on curriculum components, instructional routines, and lesson planning. *(Admin and teacher leaders- ongoing)* Collaborative Planning • Grade-level teams will meet weekly to plan lessons aligned with ELA standards and pacing guides. *(Grade level teams- ongoing)* Instructional Delivery Monitoring • Admin team and will conduct walkthroughs and provide feedback. • Use common language across all grade levels to support writing connected to text *(Admin & Grade level teams- ongoing)* Assessment and Progress Monitoring • Teachers will use common formative assessments and district-approved screeners to track student progress. *(Grade level teams- ongoing)* Data-Driven Instruction • Teachers will analyze assessment data in CCCs to identify trends, adjust instruction, and group students for intervention or enrichment. *(Grade level teams- ongoing, weekly)* Family Communication

		• Teachers will send regular updates to families about reading goals, strategies used, and ways to support at home. *(Grade level teams- ongoing, weekly)*
		Artifacts: • Sign-in sheets and agendas from Wonders training sessions • Weekly collaborative planning notes and shared lesson plans • Walkthrough and observation forms/checklists • Samples of student work aligned to Wonders lessons • Assessment data reports • PLC meeting notes with documented instructional decisions • Copies of newsletters or family communication logs • Anchor charts, decodable texts, and materials used during instruction
		Progress Monitoring: • Classroom walkthroughs- Principal and Assistant Principal • Discussions and reflection in CCCs-Grade level teams • Common formative assessments, common summative assessments-grade level teams, Eastvalley Leadership Team, ELA Action Team • Progress monitoring of below grade level students-grade level teams • Fidelity checks and reflections-admin team Eastvalley Data 25-26.xlsx
Collaborative teams will develop and follow an assessment plan that outlines assessment types, frequency, and administration timelines.	7/28/25	**Performance Target:** Collaborative teams will create and utilize assessment plans for each instructional unit. Each plan will include at least two common formative assessments and one common summative assessment per unit. Assessment plans will be aligned to standards and include clear timelines for administration.

		Implementation (*include person responsible***):**
		Training on Assessment Planning
		    • Provide professional learning on assessment design, purpose, and planning templates.
		      (Admin- July/August, revisit quarterly)
		Team Collaboration in CCCs
		    • Grade-level or content teams will meet regularly to develop unit-based assessment plans collaboratively.
		      (Grade level teams- ongoing)
		Assessment Administration
		    • Teachers will administer the assessments according to the established timeframe.
		      (Grade level teams- ongoing)

Data Analysis and Instructional Response
- Teams will analyze assessment data in CCCs to adjust instruction, re-teach, and provide enrichment or intervention.
  (Grade level teams- ongoing)

Artifacts:
- Completed unit assessment plans (with descriptions, number/type of assessments, timelines)
- CCC Meeting notes and agendas
- Copies of common formative and summative assessments
- Data analysis form
- Assessment calendars by grade level/subject

Progress Monitoring:
- Collection and review of assessment plans-grade level leads and admin
- CCC check-ins on assessment development and use-grade level leads
- Walkthroughs to observe standards-aligned instruction- admin
- Review of student data analysis and action steps-admin team, leadership team

GOAL #3 Math (K-2)	During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students performing in the prepared category on Math DRC Beacon assessment from 41% to 46%.

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 deliver daily math instruction using manipulatives and small-group strategies to build number sense and strengthen conceptual understanding, as measured by common formative assessments and walkthrough observations.	7/28/25	**Performance Target:**
		By the end of the school year, 100% of K–2 teachers will plan and deliver daily math instruction that incorporates manipulatives and small-group instruction to strengthen conceptual understanding.
		
		Implementation (_include person responsible_**):**
		Ensure Access to Materials
		• Inventory current math manipulatives and identify gaps
		• Order additional or missing materials as needed
		   (Team leads & admin – August)
		Deliver Strong Daily Math Instruction
		• Incorporate manipulatives into daily lessons
		• Use targeted small-group instruction to support differentiation
		• Use common problem-solving language across grade levels
		   (Teachers – ongoing)
		Build Teacher Capacity
		• Provide ongoing professional learning on math strategies and differentiation
		• Model high-impact lessons and effective manipulative use
		   (Admin & teacher leaders – ongoing)
		Monitor and Support Implementation
		• Include manipulative use and instructional strategies in lesson plans and CCC discussions
		   (Teachers – ongoing)
		• Conduct monthly walkthroughs to observe and give feedback on math instruction
		   (Admin – monthly)

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		Artifacts: • Lesson plans • CCC Meeting notes • Walkthrough data • Work samples • Professional learning presentations • Inventory lists • Anchor charts or visuals • Data reports
		Progress Monitoring: • Review of lesson plans for inclusion of manipulatives-grade level leaders • Walkthroughs using a math focus checklist-admin team • CCC discussions and reflections on student engagement and outcomes-collaborative teams • Assessment data review-collaborative teams, quarterly • Teacher survey-midyear, end of year given by admin
Collaborative teams will develop and follow an assessment plan that outlines assessment types, frequency, and administration timelines.	7/28/25	**Performance Target:** Collaborative teams will create and utilize assessment plans for each instructional unit. Each plan will include at least two common formative assessments and one common summative assessment per unit. Assessment plans will be aligned to standards and include clear timelines for administration.

		Implementation (_include person responsible_**):**
		Training on Assessment Planning
		  • Provide professional learning on assessment design, purpose, and planning templates.
		    (Admin- July/August, revisit quarterly)
		Team Collaboration in CCCs
		  • Grade-level or content teams will meet regularly to develop unit-based assessment plans collaboratively.
		    (Grade level teams- ongoing)
		Assessment Administration
		  • Teachers will administer the assessments according to the established timeframe.
		    (Grade level teams- ongoing)
		Data Analysis and Instructional Response
		  • Teams will analyze assessment data in CCCs to adjust instruction, re-teach, and provide enrichment or intervention.
		  • _(Grade level teams- ongoing)_

Artifacts:	

Artifacts:
- Completed unit assessment plans (with descriptions, number/type of assessments, timelines)
- CCC Meeting notes and agendas
- Copies of common formative and summative assessments
- Data analysis form
- Assessment calendars by grade level/subject

Progress Monitoring:
- Collection and review of assessment plans-grade level leads and admin
- CCC check-ins on assessment development and use-grade level leads
- Walkthroughs to observe standards-aligned instruction- admin
- Review of student data analysis and action steps-admin team, leadership team

GOAL #4 **Math (3-5)**	During the 2025-2026 school year, we will increase the percentage of third through fifth grade students demonstrating math proficiency at a Level 3 or greater from 57% to 60% as measured by the Georgia Milestone 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?

3-5 teachers will deliver daily math instruction using manipulatives and small-group strategies to build number sense and strengthen conceptual understanding, as measured by common formative assessments and walkthrough observations.	7/28/25	**Performance Target:**
		By the end of the school year, 100% of 3-5 teachers will plan and deliver daily math instruction that incorporates manipulatives and small-group instruction to strengthen conceptual understanding.
		
		Implementation (*include person responsible***):**
		Ensure Access to Materials
		• Inventory current math manipulatives and identify gaps
		• Order additional or missing materials as needed
		  (Team leads & admin – August)
		Deliver Strong Daily Math Instruction
		• Incorporate manipulatives into daily lessons
		• Use targeted small-group instruction to support differentiation
		• Use common problem-solving language across grade levels
		  (Teachers – ongoing)

Build Teacher Capacity

- Provide ongoing professional learning on math strategies and differentiation
- Model high-impact lessons and effective manipulative use
  (Admin & teacher leaders – ongoing)

Monitor and Support Implementation

- Include manipulative use and instructional strategies in lesson plans and CCC discussions
  (Teachers – ongoing)
- Conduct monthly walkthroughs to observe and give feedback on math instruction
  (Admin – monthly)

Artifacts:

- Lesson plans
- CCC Meeting notes
- Walkthrough data
- Work samples
- Professional learning presentations
- Inventory lists
- Anchor charts or visuals
- Data reports

Progress Monitoring:

- Review of lesson plans for inclusion of manipulatives-grade level leaders
- Walkthroughs using a math focus checklist-admin team
- CCC discussions and reflections on student engagement and outcomes-collaborative teams
- Assessment data review-collaborative teams, quarterly
- Teacher survey-midyear, end of year given by admin

Collaborative teams will develop and follow an assessment plan that outlines assessment types, frequency, and administration timelines.	7/28/25	**Performance Target:** Collaborative teams will create and utilize assessment plans for each instructional unit. Each plan will include at least two common formative assessments and one common summative assessment per unit. Assessment plans will be aligned to standards and include clear timelines for administration.

Implementation (*include person responsible***):**

Training on Assessment Planning

- Provide professional learning on assessment design, purpose, and planning templates.

Team Collaboration in CCCs

- Grade-level or content teams will meet regularly to develop unit-based assessment plans collaboratively.

Assessment Administration

- Teachers will administer the assessments according to the established timeframe.

Data Analysis and Instructional Response

	• Teams will analyze assessment data in CCCs to adjust instruction, re-teach, and provide enrichment or intervention.
	Artifacts: • Completed unit assessment plans (with descriptions, number/type of assessments, timelines) • CCC Meeting notes and agendas • Copies of common formative and summative assessments • Data analysis form • Assessment calendars by grade level/subject
	Progress Monitoring: • Collection and review of assessment plans-grade level leads and admin • CCC check-ins on assessment development and use-grade level leads • Walkthroughs to observe standards-aligned instruction- admin • Review of student data analysis and action steps-admin team, leadership team

GOAL #5 School Selected	During the 2025-2026 school year, we will implement Positive Behavioral Interventions and Supports (PBIS) with fidelity to promote a positive school climate, reduce office referrals, and increase student engagement and behavior expectations across all settings.

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?
We will implement Positive Behavioral Interventions and Supports (PBIS) with fidelity to promote a positive school climate, reduce office referrals, and increase student engagement and behavior expectations across all settings.	7/28/25	**Performance Target:** Staff will utilize Positive Behavioral Interventions and Supports (PBIS) with fidelity to promote a positive school climate.

		Implementation (*include person responsible***):**
		• Our PBIS team will lead professional learning centered around our current discipline data, with an emphasis on minor referrals in the PBIS Rewards App.
		  (PBIS Team- monthly, ongoing)
		• Our PBIS team will collaborate with CCSD's Positive School Culture Department to implement positive behavioral interventions and supports.
		    (Teachers -quarterly)
		• Each classroom will utilize a PBIS menu for rewards.

		• Grade levels will use common incentives. • Quarterly behavior celebrations will be organized by the PBIS team. • Quarterly assemblies will be held to review expectations and celebrate students' positive choices.
		Artifacts: • PBIS team meeting agendas and notes • Leadership meeting agendas and notes • Lesson Plans • Professional Learning presentations
		Progress Monitoring: Evidence of progress will include monthly behavior data indicating the number of office referrals and violations to the Student Code of Conduct. Qualitative data will also be collected from the staff and key stakeholders to determine effectiveness of the behavior supports and interventions.
		Performance Target:
		Implementation (*include person responsible***):**
		Artifacts:
		Progress Monitoring:

Final Notes

Principal Signature

Assistant Superintendent