

School Name: Eastvalley Elementary
Date: June 26, 2026

GOAL #1 Literacy (K-2)	By Spring 2027, the percentage of K-2 students scoring in the Prepared category on Beacon ELA will increase from 58% to 63%.
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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?
K–2 nd grade teachers will implement explicit, systematic phonics instruction using UFLI and data-driven small-group reading daily to address identified foundational reading skill gaps, with implementation monitored through school literacy walkthrough data.		Performance Target: 100% of teachers will implement the agreed-upon instructional practices with fidelity. 100% of grade levels will participate in weekly collaborative planning and data discussions. Students will demonstrate growth on Beacon and common formative assessments.
		Implementation (<i>include person responsible</i>): Teachers implement instructional expectations daily. Team leaders facilitate weekly CCC meetings. Literacy Action Team provides professional learning and models lessons. Administration conducts classroom walkthroughs, provides feedback, and monitors implementation.
		Artifacts: Weekly lesson plans CCC agendas and minutes Student work samples Walkthrough data Small-group plans Beacon reports CFA results Intervention rosters PLC presentations Writing rubrics and calibration documents

		Progress Monitoring: Monthly walkthrough trends Quarterly Beacon data CFA/CSA results CCC data conversations Student writing rubric scores Georgia Milestones practice assessments (3-5) Action Team reports ☑ Mid-year and end-of-year goal reviews
		Performance Target: Implementation (<i>include person responsible</i>): Artifacts: Progress Monitoring:

GOAL #2 Literacy (3-5)	By Spring 2027, the percentage of students in grades 3-5 scoring in the Prepared category on Beacon ELA will increase from 25% to 30%.
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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?
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3rd-5th grade teachers will implement explicit vocabulary routines and text-dependent writing during daily ELA instruction, with implementation monitored through school literacy walkthrough data.	Performance Target: 100% of teachers will implement the agreed-upon instructional practices with fidelity. 100% of grade levels will participate in weekly collaborative planning and data discussions. Students will demonstrate growth on Beacon and common formative assessments. Implementation (include person responsible): Teachers implement instructional expectations daily. Team leaders facilitate weekly CCC meetings. Literacy Action Team provides professional learning and models lessons. Administration conducts classroom walkthroughs, provides feedback, and monitors implementation. Artifacts: Weekly lesson plans CCC agendas and minutes Student work samples Walkthrough data Small-group plans Beacon reports CFA results Intervention rosters PLC presentations Writing rubrics and calibration documents Progress Monitoring: Monthly walkthrough trends Quarterly Beacon data CFA/CSA results CCC data conversations Student writing rubric scores Georgia Milestones practice assessments (3-5) Action Team reports Mid-year and end-of-year goal reviews
	Performance Target: Implementation (include person responsible):

		Artifacts:
		Progress Monitoring:

GOAL #3 Math (K-2)	By Spring 2027, the percentage of K-2 students scoring in the Prepared category on Beacon Math will increase from 65% to 70%.
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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?
K–2 nd teachers will implement daily standards-aligned word problems using the Close Reading of a Word Problem strategy and the Concrete-Representational-Abstract (CRA) method, with implementation monitored through classroom walkthrough data, lesson plans, and student work samples.		Performance Target: 100% teachers will consistently implement daily word-problem instruction using the Close Reading of a Word Problem strategy and CRA method.
		Implementation (include person responsible): Teachers will explicitly model and provide daily opportunities for students to analyze and solve standards-aligned word problems using a consistent close-reading routine and concrete, representational, and abstract strategies. Grade-level teams will analyze student work and assessment data during CCCs to adjust instruction. Math Action Team provides professional learning and models lessons. Administration conducts classroom walkthroughs, provides feedback, and monitors implementation.
		Artifacts: Weekly lesson plans CCC agendas and minutes CRA representations Student work samples Walkthrough data

		Progress Monitoring: Beacon math data Common Formative Assessment data Student word-problem performance Student work samples Monthly walkthrough trends
		Performance Target: Implementation <i>(include person responsible):</i> Artifacts: Progress Monitoring:

GOAL #4 Math (3-5)	By Spring 2027, the percentage of students in grades 3-5 scoring at the Proficient and Distinguished levels on the Georgia Milestones Mathematics assessment will increase from 52% to 57%.
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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 rd –5 th grade teachers will implement daily standards-aligned word problems using the Close Reading of a Word Problem strategy		Performance Target: 100% of teachers will consistently implement daily word-problem instruction using the Close Reading of a Word Problem strategy and CRA method.

and the Concrete-Representational-Abstract (CRA) method, with implementation monitored through classroom walkthrough data, lesson plans, and student work samples.

Implementation *(include person responsible):*

Teachers will explicitly model and provide daily opportunities for students to analyze and solve standards-aligned word problems using a consistent close-reading routine and concrete, representational, and abstract strategies. Grade-level teams will analyze student work and assessment data during CCCs to adjust instruction. Math Action Team provides professional learning and models lessons. Administration conducts classroom walkthroughs, provides feedback, and monitors implementation.

Artifacts:

Weekly lesson plans
 CCC agendas and minutes
 CRA representations
 Student work samples
 Walkthrough data

Progress Monitoring:

Beacon math data
 Common Formative Assessment data
 Student word-problem performance
 Student work samples
 Monthly walkthrough trends

Performance Target:
Implementation *(include person responsible):*
Artifacts:
Progress Monitoring:

GOAL #5 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?
		Performance Target:
		Implementation <i>(include person responsible)</i> :
		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation <i>(include person responsible)</i> :

Artifacts:**Progress Monitoring:****Final Notes****Principal Signature****Assistant Superintendent**

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