School Name: King Springs Elementary School

Date: June 16th, 2026 (Updated August 5th, 2026)

GOAL #1 **Literacy (K-2)**	**The percentage of students scoring "prepared" will increase from 66% in 1st grade to 69% and from 71% in 2nd grade 74% as measured by the 2026-2027 ELA Beacon 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?**
Teachers will plan and implement targeted small-group lessons, including explicit instruction, modeling, practice, and application of student learning, as indicated by data from walk-through forms, student work, and ongoing formative assessments.		**Performance Target:** 100% of teachers will implement small-group instruction using the tier 1 resources (Wonders weekly lessons, vocabulary, cards, student companions, leveled readers, reteach lessons, and Ellevation for ELL students)
		Implementation (*include person responsible*): Teachers will review data from formative assessments, Amira, Beacon, and IReady to determine small groups and next steps for students. Teachers will create and implement common assessments. Teachers will teach small group lessons daily. Teachers will plan for explicit instruction to include explaining, modeling, practicing, and applying student learning. Teachers will keep dated small-group informal anecdotal notes from small-group instruction for each student. Notes will include (student name, data, skills worked on, strategy used, and next steps) Teachers will meet in CCCs weekly to plan for small groups based on data review. EIP push in teachers will work with targeted students in a small group on specific skills. Administration will do walk-throughs to observe small group implementation and provide feedback when needed to make adjustments.

DRAFT

		Artifacts: Anecdotal notes Data from common assessments, Amira, Beacon, and I-Ready CCC meeting notes in CCC Team Walkthrough data from the ELA walkthrough form
		Progress Monitoring: The King Springs Administration will review walkthrough data at the end of each 9 weeks to monitor implementation of the action. The King Springs Administration will review walkthrough data with the KSE guiding coalition at the end of the 9 weeks to monitor implementation and plan next steps. The King Springs Administration and guiding coalition will review Beacon data and Common Assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
All teachers will follow the mentor sentence protocol with fidelity weekly, as measured by a team-determined common assessment.		**Performance Target:** 100% of teachers will implement the mentor sentence protocol with fidelity weekly.
		Implementation (*include person responsible*): Teachers will review the mentor sentence protocol as a team and determine the protocol's format and common assessments. Teachers will review the mentor sentence artifacts/common assessments during their CCC meetings monthly to determine next steps with students. Administration and team leaders will review mentor sentence common assessment data quarterly.
		Artifacts: CCC meeting agenda and minutes in CCC Team Example mentor sentences shared at monthly guiding coalition meetings for vertical collaboration. Common assessment data (Beginning, middle, end)
		Progress Monitoring: The King Springs guiding coalition will discuss mentor sentence common assessment artifacts quarterly to determine next steps.

DRAFT

		The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
Teachers will engage students in goal setting focused on reading skills/predication before at least two common assessments. Teachers will guide students in reflecting on their growth/achievement on the common assessment, monitored by grade-level goal-setting sheets.		**Performance Target:** 100% of teachers will implement goal setting with their students.
		Implementation (*include person responsible***):** Teachers will support students in developing specific, measurable, attainable, relevant, and time-bound (SMART) goals. Teachers will provide opportunities for students to track and reflect on progress at least monthly. Teachers will conduct teacher-student conferences each grading period to review goals and adjust action plans needed. Teachers will celebrate growth and goal attainment to foster motivation and a growth mindset.
		Artifacts: CCC meeting agenda and minutes in CCC Team Goal-setting/reflection sheets Common assessment data
		Progress Monitoring: The King Springs guiding coalition will discuss goal setting progress each quarter. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

GOAL #2 **Literacy (3-5)**	**The percentage of students in 3rd-5th grade scoring a level 3 will increase in 3rd grade from _____to _____, in 4th grade from _____ to _____, and in 5th grade from _____ to _____ as measured by the 2026-2027 ELA Georgia Milestones Assessment.**

DRAFT

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?
Teachers will plan and implement targeted small-group lessons, including explicit instruction, modeling, practice, and application of student learning, as indicated by data from walk-through forms, student work, and ongoing formative assessments.		**Performance Target:** 100% of teachers will implement small-group instruction using the tier 1 resources (Wonders weekly lessons, vocabulary, cards, student companions, leveled readers, reteach lessons, and Ellevation for ELL students)
		Implementation (*include person responsible*): Teachers will review data from formative assessments, Amira, Beacon, and IReady to determine small groups and next steps for students. Teachers will create and implement common assessments. Teachers will teach small group lessons daily. Teachers will plan for explicit instruction to include explaining, modeling, practicing, and applying student learning. Teachers will keep dated small-group informal anecdotal notes from small-group instruction for each student. Notes will include (student name, data, skills worked on, strategy used, and next steps) Teachers will meet in CCCs weekly to plan for small groups based on data review. EIP push in teachers will work with targeted students in a small group on specific skills. Administration will do walk-throughs to observe small group implementation and provide feedback when needed to make adjustments.
		Artifacts: Anecdotal notes Data from common assessments, Amira, Beacon, and I-Ready CCC meeting notes in CCC Team Walkthrough data from the ELA walkthrough form
		Progress Monitoring: The King Springs Administration will review walkthrough data at the end of each 9 weeks to monitor implementation of the action. The King Springs Administration will review walkthrough data with the KSE guiding coalition at the end of the 9 weeks to monitor implementation and plan next steps. The King Springs Administration and guiding coalition will review Beacon data and Common Assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

DRAFT

All teachers will follow the mentor sentence protocol with fidelity weekly, as measured by a team-determined common assessment.		**Performance Target:** 100% of teachers will implement the mentor sentence protocol with fidelity weekly.
		Implementation (*include person responsible***):** Teachers will review the mentor sentence protocol as a team and determine the protocol's format and common assessments. Teachers will review the mentor sentence artifacts/common assessments during their CCC meetings monthly to determine next steps with students. Administration and team leaders will review mentor sentence common assessment data quarterly.
		Artifacts: CCC meeting agenda and minutes in CCC Team Example mentor sentences shared at monthly guiding coalition meetings for vertical collaboration. Common assessment data (Beginning, middle, end)
		Progress Monitoring: The King Springs guiding coalition will discuss mentor sentence common assessment artifacts quarterly to determine next steps. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
Teachers will engage students in goal setting focused on reading skills/predication before at least two common assessments. Teachers will guide students in reflecting on their growth/achievement on the common assessment, monitored by grade-level goal-setting sheets.		**Performance Target:** 100% of teachers will implement goal setting with their students.
		Implementation (*include person responsible***):** Teachers will support students in developing specific, measurable, attainable, relevant, and time-bound (SMART) goals. Teachers will provide opportunities for students to track and reflect on progress at least monthly. Teachers will conduct teacher-student conferences each grading period to review goals and adjust action plans needed. Teachers will celebrate growth and goal attainment to foster motivation and a growth mindset.

DRAFT

		Artifacts: CCC meeting agenda and minutes in CCC Team Goal-setting/reflection sheets Common assessment data
		Progress Monitoring: The King Springs guiding coalition will discuss goal setting progress each quarter. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

GOAL #3 **Math (K-2)**	**The percentage of K-2 students scoring "prepared" will increase in 1st grade from 54% to 57% and in 2nd grade from 59% to 62% as measured by the 2026-2027 Math Beacon Assessment.**

DRAFT

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?**
Teachers will implement targeted numerical reasoning strategies, use of manipulatives, and data-driven instructional strategies during small-group math lessons to extend and increase rigor, as indicated by data from the walk-through form, observations, and ongoing formative assessments.		**Performance Target:** 100% of teachers will implement small-group instruction using the tier 1 resources and hands-on manipulatives.
		Implementation (*include person responsible*): Teachers will review data from formative assessments and Beacon to determine small groups and next steps for students. Teachers will create and implement common assessments. Teachers will teach small group lessons daily. Teachers will plan for explicit instruction to include explaining, modeling, practicing, using manipulatives, and applying student learning. Teachers will keep dated, informal, anecdotal notes from small-group instruction for each student. Notes will include (student name, data, skills worked on, strategy used, and next steps) Teachers will meet in CCCs weekly to plan for small groups based on data review. EIP push in teachers will work with targeted students in a small group on specific skills.

		Administration will do walk-throughs to observe small group implementation and provide feedback when needed to make adjustments.
		Artifacts: Anecdotal notes Data from common assessments and Beacon CCC meeting notes in CCC Team Walkthrough data from the math walkthrough form
		Progress Monitoring: The King Springs Administration will review walkthrough data at the end of each 9 weeks to monitor implementation of the action. The King Springs Administration will review walkthrough data with the KSE guiding coalition at the end of the 9 weeks to monitor implementation and plan next steps. The King Springs Administration and guiding coalition will review Beacon data and Common Assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
Teachers will engage students in goal setting focused on reading skills/predication before at least two common assessments. Teachers will guide students in reflecting on their growth/achievement on the common assessment, monitored by grade-level goal-setting sheets.		**Performance Target:** 100% of teachers will implement goal setting with their students.
		Implementation (*include person responsible*): Teachers will support students in developing specific, measurable, attainable, relevant, and time-bound (SMART) goals. Teachers will provide opportunities for students to track and reflect on progress at least monthly. Teachers will conduct teacher-student conferences each grading period to review goals and adjust action plans needed. Teachers will celebrate growth and goal attainment to foster motivation and a growth mindset.
		Artifacts: CCC meeting agenda and minutes in CCC Team Goal-setting/reflection sheets Common assessment data
		Progress Monitoring: The King Springs guiding coalition will discuss goal setting progress each quarter. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

DRAFT

GOAL #4 Math (3-5)	**The percentage of students in 3rd-5th grade scoring at level 3 will increase in 3rd grade from 35% to 38%, in 4th grade from 34% to 37%, and in 5th grade from 31% to 34%, as measured by the 2026-2027 Georgia Milestones Math 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?
Teachers will implement targeted numerical reasoning strategies, use of manipulatives, and data-driven instructional strategies during small-group math lessons to extend and increase rigor, as indicated by data from the walk-through form, observations, and ongoing formative assessments.		**Performance Target:** 100% of teachers will implement small-group instruction using the tier 1 resources and hands-on manipulatives.
		Implementation (*include person responsible*): Teachers will review data from formative assessments and Beacon to determine small groups and next steps for students. Teachers will create and implement common assessments. Teachers will teach small group lessons daily. Teachers will plan for explicit instruction to include explaining, modeling, practicing, using manipulatives, and applying student learning. Teachers will keep dated, informal, anecdotal notes from small-group instruction for each student. Notes will include (student name, data, skills worked on, strategy used, and next steps) Teachers will meet in CCCs weekly to plan for small groups based on data review. EIP push in teachers will work with targeted students in a small group on specific skills. Administration will do walk-throughs to observe small group implementation and provide feedback when needed to make adjustments.
		Artifacts: Anecdotal notes Data from common assessments and Beacon CCC meeting notes in CCC Team Walkthrough data from the math walkthrough form
		Progress Monitoring: The King Springs Administration will review walkthrough data at the end of each 9 weeks to monitor implementation of the action.

DRAFT

		The King Springs Administration will review walkthrough data with the KSE guiding coalition at the end of the 9 weeks to monitor implementation and plan next steps. The King Springs Administration and guiding coalition will review Beacon data and Common Assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
Teachers will engage students in goal setting focused on reading skills/predication before at least two common assessments. Teachers will guide students in reflecting on their growth/achievement on the common assessment, monitored by grade-level goal-setting sheets.		**Performance Target:** 100% of teachers will implement goal setting with their students.
		Implementation (*include person responsible***):** Teachers will support students in developing specific, measurable, attainable, relevant, and time-bound (SMART) goals. Teachers will provide opportunities for students to track and reflect on progress at least monthly. Teachers will conduct teacher-student conferences each grading period to review goals and adjust action plans needed. Teachers will celebrate growth and goal attainment to foster motivation and a growth mindset.
		Artifacts: CCC meeting agenda and minutes in CCC Team Goal-setting/reflection sheets Common assessment data
		Progress Monitoring: The King Springs guiding coalition will discuss goal setting progress each quarter. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

DRAFT

GOAL #5 **School Selected**	**The percentage of students scoring at level 4 in 3rd-5th grade will increase from 30.5% to 33.5% as measured by the 2026-2027 Georgia Milestones Math 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?**

Teachers will identify students performing at levels 3 and 4 and provide targeted acceleration opportunities during small-group instruction designed to move students to level 4 or maintain their level 4 status.		**Performance Target:** 100% of teachers will identify students performing in levels 3 and 4 and plan for targeted acceleration opportunities during small group instruction and during independent work time.
		Implementation (*include person responsible*): Teachers will review data in their grade level CCC to determine students' scoring levels 3 and 4. Teachers will analyze the performance on the standards/domains of level 3 and 4 students during CCCs to determine areas of strength and weakness. Teachers will develop targeted instruction during their CCCs to support students in maintaining a level 4 or growing from a level 3 to level 4. Teachers will develop small-group instruction for these students to support their areas of need and provide engagement in high-level mathematical tasks and thinking.
		Artifacts: CCC minutes for each grade level (focus section for level 3 and 4 students) Walk through data from the administration focused on small group instruction. Data from assessments-Beacon and Milestones
		Progress Monitoring: The King Springs Administration will review walkthrough data at the end of each 9 weeks to monitor implementation of the action. The King Springs Administration and guiding coalition will review Beacon data and Common Assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.
Teachers will engage students in goal setting focused on reading skills/predication before at least two common assessments. Teachers will guide students in reflecting on their growth/achievement on the common assessment, monitored by grade-level goal-setting sheets.		**Performance Target:** 100% of teachers will implement goal setting with their students.
		Implementation (*include person responsible*): Teachers will support students in developing specific, measurable, attainable, relevant, and time-bound (SMART) goals. Teachers will provide opportunities for students to track and reflect on progress at least monthly. Teachers will conduct teacher-student conferences each grading period to review goals and adjust action plans needed. Teachers will celebrate growth and goal attainment to foster motivation and a growth mindset.

DRAFT

		Artifacts: CCC meeting agenda and minutes in CCC Team Goal-setting/reflection sheets Common assessment data
		Progress Monitoring: The King Springs guiding coalition will discuss goal setting progress each quarter. The King Springs guiding collation will review Amira, Beacon, and common assessment data each quarter, and team leaders will review with their teams to monitor progress toward meeting goals.

DRAFT

Final Notes

Principal Signature
Ashley Mize

Assistant Superintendent

DRAFT