

School Name: Lewis Elementary
Date: 5-12-2026

ELA Literacy Goal:	By Spring 2027, the percentage of K–2 students scoring at or above grade level on the AMIRA Reading Screener will increase from 54% in Fall 2026 to 60% in Spring 2027.
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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 monitor the outcome?
K-2 teachers will implement targeted decodable-text instruction using Just Right Readers to address identified foundational phonics needs. Implementation will be monitored through monthly walkthroughs and small-group planning, and progress will be measured through identified phonics progress-monitoring data and Amira.	August 2026	Performance Target: By Spring 2027, the percentage of K–2 students scoring at or above grade level on the AMIRA Reading Screener will increase from 54% in Fall 2026 to 60% in Spring 2027. Implementation: K–2 Teachers, Literacy Coach, Assistant Principal, Principal - K–2 teachers will use Just Right Readers decodable texts to provide targeted practice aligned with students’ identified foundational phonics skill needs. - Teachers will use assessment and progress-monitoring data to select appropriate decodable texts and adjust instruction based on student progress. - The literacy coach will support teachers with selecting and effectively using Just Right Readers resources aligned to specific phonics skills and student needs. - Grade-level teams will collaborate during CCC meetings to review student data, identify phonics skill gaps, and plan targeted use of decodable texts. - The literacy coach and administration will support implementation through classroom walkthroughs, coaching, feedback, and monitoring of instructional practices. - Student progress will be reviewed regularly to determine the effectiveness of targeted instruction and adjust based on student performance.

		Artifacts: • Just Right Readers usage/implementation evidence • K–2 CCC meeting agendas, minutes, and data-review documentation • AMIRA assessment and progress-monitoring data • Student grouping and instructional planning evidence • Literacy coach coaching logs and support documentation • Administrative walkthrough data and feedback • Student progress data demonstrating growth in foundational phonics skills Progress Monitoring: • K–2 teachers will use AMIRA and formative assessment data to monitor student progress in foundational phonics skills. • Grade-level teams will review student progress during CCC meetings to identify skill gaps and adjust targeted decodable-text instruction. • The literacy coach will monitor implementation and provide coaching and instructional support based on student and teacher needs. • Administration will use classroom walkthroughs and feedback to monitor implementation of Just Right Readers. • Student progress data will be reviewed throughout the year to determine the effectiveness of the action step and guide instructional adjustments.
		Performance Target: Implementation (<i>including person responsible</i>): Artifacts: Progress Monitoring:

GOAL #2 Literacy (3-5)	The percentage of 3rd–5th-grade students scoring at the Proficient or Distinguished Learner levels in English Language Arts will increase from 53% to 56% as measured by the Spring 2026–2027 Georgia Milestones EOG Assessment. (percentages will change once ELA results arrive in the Fall)
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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 monitor the outcome?
Grades 3-5 teachers will implement the Read, Reread, Integrate close-reading strategy with fidelity at least weekly to strengthen text analysis, relevant text evidence, and written responses. Implementation will be monitored through monthly walkthroughs and student-work review, and impact will be measured through common ELA assessments and written responses.	8/2026	Performance Target: The percentage of 3rd–5th-grade students scoring at the Proficient or Distinguished Learner levels in English Language Arts will increase from 53% to 56% as measured by the Spring 2026–2027 Georgia Milestones EOG Assessment. (percentages will change once ELA results arrive in the Fall) Implementation: Teachers, Principal, Assistant Principal, Literacy Coach • Teachers will consistently implement the Read, Reread, Integrate strategy to support close reading and text analysis. • Teachers will explicitly model how to analyze text, identify relevant evidence, and explain how the evidence supports a written response. • Students will engage in regular constructed-response opportunities using literary and informational texts. • Teachers will use exemplars, student work samples, and common scoring criteria to provide feedback and clarify expectations for evidence-based responses. • Grade-level teams will analyze constructed responses and assessment data during CCC meetings to identify common misconceptions and determine instructional next steps. • Teachers will provide targeted reteaching and small-group support based on identified student needs. • The literacy coach will support consistent implementation through collaborative planning, modeling, coaching, and analysis of student work. • Administration and the literacy coach will monitor implementation through classroom walkthroughs, student work reviews, and feedback.

	Artifacts: • Common constructed-response expectations and scoring rubrics • Student constructed-response work samples • Literary and informational text-based response tasks • CCC meeting agendas, minutes, and student work-analysis documentation • Common assessment and progress-monitoring data • Lesson plans reflecting targeted reteaching and small-group support • Literacy coach planning and coaching documentation • Administrative walkthrough data and feedback Progress Monitoring: • Teachers will regularly review student constructed responses to monitor students' ability to analyze text, select relevant evidence, and explain their reasoning. • Grade-level teams will analyze student work and common assessment data during CCC meetings to identify trends, misconceptions, and instructional next steps. • Teachers will use results to provide targeted reteaching and small-group support based on identified student needs. • The literacy coach will monitor student work and support teachers with instructional adjustments and consistent implementation of the constructed response strategy. • Administration will conduct classroom walkthroughs and review student work to monitor implementation and provide feedback. • BEACON and common assessment data will be reviewed throughout the year to measure progress and determine the effectiveness of the action step.
	Performance Target: Implementation <i>(include person responsible):</i> Artifacts:

		Progress Monitoring:
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GOAL #3 Math (K-2)	By Spring 2027, the percentage of K–2 students scoring at the Prepared level in Numerical Reasoning will increase from 35% to 46% as measured by the Spring 2027 BEACON Math Assessment.
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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 monitor the outcome?
K-2 teachers will implement targeted numerical-reasoning tasks using manipulatives and visual representations to strengthen number sense, computational reasoning, and problem-solving. Implementation will be monitored through monthly walkthroughs and CCC planning, and impact will be measured through student work, CFAs, and Beacon Numerical Reasoning data.		Performance Target: The percentage of K–2 students scoring at the Prepared level in Numerical Reasoning will increase from 35% to 46% as measured by the Spring 2027 BEACON Math Assessment.
		Implementation (including person responsible): - Teachers will use BEACON and formative assessment data to identify specific numerical reasoning skill gaps and plan targeted instruction. - Teachers will provide targeted numerical reasoning tasks using manipulatives and visual representations aligned to identified student needs. - Teachers will explicitly model how concrete manipulatives connect to visual representations, numbers, and mathematical symbols. - Students will use manipulatives and visual models to solve problems, explain their thinking, and demonstrate multiple strategies for representing numerical relationships. - Grade-level teams will collaborate during CCC meetings to analyze student work and assessment data, identify misconceptions, and plan instructional next steps. - Teachers will provide targeted small-group instruction and reteaching based on student performance and progress-monitoring results. - Instructional support staff will assist with planning, modeling, and identifying appropriate manipulatives and visual representations to address numerical reasoning skills. - Administration will monitor implementation through classroom walkthroughs, student work reviews, and feedback.

	Artifacts: • BEACON Numerical Reasoning and formative assessment data • Student work samples demonstrating use of manipulatives and visual representations • Targeted numerical reasoning tasks and instructional resources • Small-group instructional plans based on identified skill needs • CCC meeting agendas, minutes, and data-analysis documentation • Progress-monitoring data demonstrating student growth • Classroom walkthrough data and feedback • Instructional support/coaching documentation Progress Monitoring: • Teachers will use formative assessments and student work to monitor progress in Numerical Reasoning. • Grade-level teams will review student data during CCC meetings and adjust targeted instruction based on identified needs. • Administration will use classroom walkthroughs and student work reviews to monitor implementation. • BEACON data will be reviewed throughout the year to measure student growth and determine the effectiveness of the action step.
	Performance Target: Implementation (<i>including person responsible</i>): Artifacts:

		Progress Monitoring:
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GOAL #4 Math (3-5)	By the end of the 2026–2027 school year, the percentage of 3rd, 4th, and 5th-grade students scoring at the Proficient or Distinguished levels on the Georgia Milestones Assessment will increase from 53% to 57%, as measured by the Spring 2027 Georgia Milestones Assessment results.
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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 monitor the outcome?
Grades 3-5 teachers will implement targeted geometric and spatial reasoning tasks using visual models, manipulatives, mathematical discourse, and contextual multistep problem solving. Implementation will be monitored through monthly walkthroughs and student-work review, and impact will be measured through student work samples and written explanations, CFAs, and identified geometry/spatial-reasoning data.	August 2026	Performance Target: Increase the percentage of 3rd–5th grade students scoring Proficient or Distinguished on the Georgia Milestones Mathematics Assessment from 53% to 57% by Spring 2027. Implementation: Principal/Assistant Principal/Teachers - Teachers will provide explicit instruction in geometric and spatial reasoning using visual models, manipulatives, and multiple representations to build conceptual understanding. - Students will engage in mathematical discourse to explain their reasoning, justify solutions, and make connections among geometric concepts. - Teachers will incorporate contextual, multi-step problems that require students to apply geometric and spatial reasoning skills. - Grade-level teams will analyze common assessment data during CCC meetings to identify trends, misconceptions, and students needing additional support. - Teachers will use assessment results to reteach identified skills and provide targeted small-group instruction based on student needs. - Instructional groups will remain flexible and be adjusted based on student performance and progress-monitoring data. - Administration and instructional support staff will monitor implementation through classroom walkthroughs, collaborative planning, and feedback.

	Artifacts: • Common assessment and progress-monitoring data • CCC meeting agendas, minutes, and data-analysis documentation • Student work samples demonstrating geometric and spatial reasoning • Lesson plans and instructional resources • Small-group instructional plans • Classroom walkthrough data and feedback • Evidence of student use of visual models, manipulatives, and mathematical discourse Progress Monitoring: • Teachers will use common assessment and formative data to monitor student progress in geometric and spatial reasoning. • Grade-level teams will review student data during CCC meetings to identify misconceptions, analyze trends, and determine instructional next steps. • Teachers will use progress-monitoring results to adjust instruction and provide targeted small-group support. • Administration and instructional support staff will conduct classroom walkthroughs to monitor implementation of instructional strategies. • Student performance data will be reviewed regularly to determine the effectiveness of the action step and guide instructional adjustments.
	Performance Target: Implementation <i>(include person responsible):</i> Artifacts:

		Progress Monitoring:
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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