

School Name: Blackwell Elementary
Date: June 2025

GOAL #1 Literacy (K-2)	By the end of the 2025-26 SY (goal may change based on BOY data), at least 80% of all Kindergarten, first, and second-grade students will demonstrate grade level proficiency in phonics (according to the REAP and CCSD scope and sequence), as measured by Acadience results and Amira Results- given 3x per year.
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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?
<ul style="list-style-type: none"> Using the scope and sequence in the Blackwell toolkit & CTLS, students are expected to be on the proficient level (green) or exceeding (blue) grade level standards. Staff will implement WIN time each week at least 3x per week. 	8/25	Performance Target: 80% (may change based on baseline data)
		Implementation (<i>include person responsible</i>): EIP & K-2 teachers
		Artifacts: <ol style="list-style-type: none"> Data collected and updated using tabs in the data room Plans to include specific strategies for accelerated in learning in small groups
		Progress Monitoring: Progress Monitoring will happen each Friday for the targeted students.

GOAL #2 Literacy (3-5)	Increase the percentage (80-85 percent) of 3rd, 4th, and 5th grade students demonstrating proficiency in English Language Arts (ELA) by achieving a total ELA score within the 2–4 level range. As measured by the EOY Milestones Assessment (2025-26 SY)
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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?
<ul style="list-style-type: none"> Staff will follow the CTLS Lessons for ELA Staff will collect data based on quarterly assessments Staff will implement WIN time each week at least 3x per week. 		Performance Target: 80%-85% based on current scores
		Implementation (include person responsible): EIP & 3-5 teachers
		Artifacts: EIP & 3-5 teachers <ol style="list-style-type: none"> Plans for EIP/ESOL push-in model to incorporate 2 groups of direct instruction during guided reading- 2-hour literacy block. Data collected and updated using tabs in the data room based on quarterly assessments.
		Progress Monitoring: Progress monitored through standards based quarterly assessments.

GOAL #3 Math (K-2)	By the end of the 2025-2026 school year, 80 % of students in grades K-2 will meet or exceed grade-appropriate computational fluency standards based on Georgia's K-12 Mathematics Standards and fluency.
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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?
<ul style="list-style-type: none"> Students in K-2 will meet computational fluency standards through exposure and cyclical teaching during math their math block and during WIN time. Collaboration with CCCs to plan for math activities. 		Performance Target: 80 % (may change based on baseline scores)
		Implementation (<i>include person responsible</i>): K-2 teachers & EIP team
		Artifacts: <ol style="list-style-type: none"> Plan to include grade level computational standards. Students will use the practice modules on CTLs to practice math fluency.
		Progress Monitoring: Students will have progress monitoring using practice math fluency probes then chart results.

GOAL #4 Math (3-5)	Increase the percentage (80-85 percent) of 3 rd , 4 th , and 5 th grade students demonstrating proficiency in Math by achieving a total Math score within the 2–4 level range. As measured by the EOY Milestones Assessment (2025-26 SY).
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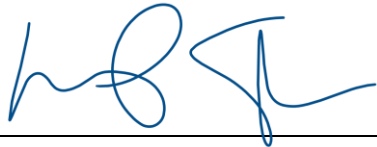
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
<ul style="list-style-type: none"> Staff will follow the CTLS Lessons for Math Staff will collect data based on quarterly assessments Staff will implement WIN time each week at least 3x per week. 		Performance Target: 80%-85% based on current scores
		Implementation <i>(include person responsible):</i> EIP & 3-5 teachers
		Artifacts: <ol style="list-style-type: none"> Plans for EIP/ESOL push-in model to incorporate 2 groups of direct instruction during guided math-90-minute block. Data collected based on quarterly assessments.
		Progress Monitoring: Progress monitored through standards based quarterly assessments.

GOAL #5 School Selected	Teachers will implement the new Tier 1 ELA resources daily as indicated by data collection with the districtwide ELA walkthrough form.
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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?
<ul style="list-style-type: none"> Use the grouped 'Big Idea' standards to plan each standards-based unit. Teachers will use the 'Expectations' on CTLS to plan mini-lessons and lessons. Use text sets to build the reading writing connection 		Performance Target: Implementation of the tier 1 resource 'Wonders'
		Implementation (include person responsible): All K-5 homeroom teachers
		Artifacts: 1. Plans to include Wonders Expectation 2. Walk through Data
		Progress Monitoring: Walk through data will be updated and checked 2x per month

Final Notes

Principal Signature

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Missy Shackelford
Principal

Assistant Superintendent