|  |
| --- |
|  |
| **School Name: Ford Elementary** |
|  |
| **Date: 6/15/25** |
|  |

|  |  |
| --- | --- |
| **GOAL #1**  **Literacy (K-2)** | **By May 2026, the percentage kindergarten, first and second grade students scoring in the p*repared* range on the Interpreting Texts category of the spring Beacon assessment will increase from 67% to 69%. The Beacon will be used to monitor progress for first and second grade students. Amira will be used to monitor progress for our kindergarten students.** |

|  |  |  |
| --- | --- | --- |
| **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?** |
| Beginning August 2025, **K–2 teachers will analyze Amira and Beacon assessment data** during CCCs to identify students requiring additional support in vocabulary and language comprehension. Teachers will use diagnostic data to form **targeted intervention groups** and select **strategies aligned to student needs**. |  | **Performance Target:**  69% proficiency on the Beacon in the category of interpreting texts |
| **Implementation (***include person responsible***):**  Teachers will review **Amira (K) and Beacon (1st–2nd)** data to identify students performing below expectations. During CCCs, teachers will use and analyze student assessment data to form small groups, plan interventions, and determine appropriate instructional strategies. |
| **Artifacts:**   * CCC meeting agendas and minutes * Intervention group rosters & Data spreadsheets * Lesson plans that reflect differentiated instruction * Classroom observation feedback |
| **Progress Monitoring:**   * Amira progress reports (Kindergarten) * Beacon interim assessment results (1st and 2nd grade) * Common formative assessments * Student work samples * Exit tickets tied to language comprehension skills * Progress will be monitored during grade level CCCs. |
| From August 2025 through May 2026, **K–2 teachers will implement the new ELA resources daily through explicit and systematic instruction in vocabulary and language comprehension** using the **Wonders curriculum**, as indicated by data collected with the districtwide ELA walkthrough form. |  | **Performance Target:**  Daily implementation of ELA resources (Wonders) with fidelity |
| **Implementation (***include person responsible***):**  K-2 teachers will deliver daily, explicit, and systematic instruction using the Wonders curriculum. ELA walkthroughs will be conducted using the district-provided walkthrough form. |
| **Artifacts:**   * Weekly Wonders lesson plans * Master schedule showing daily Tier 1 instruction and ELA block * District ELA walkthrough forms * Curriculum pacing guides |
| **Progress Monitoring:**   * Wonders unit assessments and progress monitoring tools * Beacon interim assessments (Grades 1–2) * Amira reports (Kindergarten) * Feedback from ELA walkthroughs |

|  |  |
| --- | --- |
| **GOAL #2**  **Literacy (3-5)** | **By May 2026, the percentage of 3rd, 4th, & 5th grade students scoring a Level 3 or 4 on the Georgia Milestones in the area of reading and vocabulary will increase from 49% to 51%.** |

|  |  |  |
| --- | --- | --- |
| **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?** |
| From August 2025 through May 2026, **3rd -**5th grade teachers will review Beacon data during CCCs to identify students scoring below the prepared range on the Beacon (which aligns to the GA Milestones). Diagnostic tools will guide the formation of intervention groups and the selection of targeted instructional strategies to address identified needs. |  | **Performance Target:**  62% proficiency (Levels 3 & 4) |
| **Implementation (***include person responsible***):**  3rd-5th grade teachers will review Beacondata to identify students performing below expectations. During CCCs, teachers will use and analyze student assessment data to form small groups, plan interventions, and determine appropriate instructional strategies. |
| **Artifacts:**   * CCC meeting agendas and minutes * Intervention group rosters & Data spreadsheets * Lesson plans that reflect differentiated instruction * Classroom observation feedback |
| **Progress Monitoring:**   * Wonders progress monitoring * Common formative assessments * Data spreadsheets * Exit tickets or performance tasks focused on vocabulary and comprehension * Teacher reflection logs or intervention documentation |
| From August 2025 through May 2026, grades 3–5 teachers will implement the new ELA resources daily through explicit and systematic instruction in vocabulary and reading comprehension using the Wonders curriculum and the Cobb County Word Study lessons, as indicated by data collected with the districtwide ELA walkthrough form. |  | **Performance Target:**  Daily implementation of ELA resources (Wonders) with fidelity |
| **Implementation (***include person responsible***):**  Teachers will deliver daily ELA instruction using the Wonders curriculum and Cobb County Word Study lessons. Instruction will follow a systematic and explicit structure, ensuring **vocabulary and comprehension** are emphasized. Instructional walkthroughs using a districtwide form will be conducted to monitor fidelity of implementation. |
| **Artifacts:**   * Weekly Wonders lesson plans and Word Study * Master schedule reflecting protected ELA blocks * District ELA walkthrough forms * Anchor charts or instructional materials visible in classrooms * Student notebooks or journals |
| **Progress Monitoring:**   * Wonders unit assessments and progress monitoring tools * Beacon assessment results * Walkthrough trend data * Student work samples and comprehension checks * Georgia Milestones EOG results (spring 2026) |

|  |  |
| --- | --- |
| **GOAL #3**  **Math (K-2)** | **The percent of 1st and 2nd grade students scoring prepared will increase from 50% to 52% in numerical reasoning as measured by the 2024-2025 spring administration of the Beacon assessment. Kindergarten will increase from 28% to 30% in numerical reasoning on the spring administration of the Beacon.** |

|  |  |  |
| --- | --- | --- |
| **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 use CTLS Math resources to deliver differentiated instruction and targeted, small-group interventions using hands-on manipulatives, visual models, and real-world problem-solving activities as measured through formal and informal observations, CFAs, & interims. |  | **Performance Target:**  Use of CTLS math resources to deliver targeted, small group interventions with fidelity |
| **Implementation (***include person responsible***):**  K-2nd grade teachers will refine their use of the CTLS math resources and align instructional practices to further build students' concrete understanding of mathematical foundational skills (particularly in numerical reasoning) as measured by formal and informal observations, common formative assessments, and interim assessments. |
| **Artifacts:**   * Classroom walkthroughs and observations * Math PL schedule * Grade level CCC minutes |
| **Progress Monitoring:**   * Diagnostic assessments * Common formative assessments * Interim assessments |
| K-2 teachers will consistently create and use the protected intervention time for targeted math instruction with fidelity measured by weekly lesson plans and administrative observation. |  | **Performance Target:**  Use of the intervention time for targeted instruction with fidelity |
| **Implementation (***include person responsible***):**  Teachers will deliver targeted math instruction during the protected intervention time with fidelity. |
| **Artifacts:**   * Classroom observations * Lesson plans * CCC minutes |
| **Progress Monitoring:**   * Diagnostic assessments * Common formative assessments * Interim assessments |

|  |  |
| --- | --- |
| **GOAL #4**  **Math (3-5)** | **The percent of 3rd-5th grade students scoring proficient on the Georgia Milestones EOG will increase from 38% to 41% in the Geometric and Spatial category as measured by the 2025-2026 spring administration of the Georgia Milestones.** |

|  |  |  |
| --- | --- | --- |
| **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?** |
| From August 2025 through May 2026, 3rd-5th grade teachers will use CTLS Math resources to deliver differentiated instruction and targeted small-group interventions in patterning and algebraic reasoning using hands-on manipulatives, visual models, and real-world problem-solving activities as measured through formal and informal observations, common formative assessments, and interim assessments. |  | **Performance Target:**  41% proficiency in geometric and spatial reasoning on the GA Milestones |
| **Implementation (***include person responsible***):**  3rd-5th grade teachers will refine their use of the CTLS math resources and align instructional practices to further build students' concrete understanding of mathematical foundational skills as measured by formal and informal observations, common formative assessments, and interim assessments. |
| **Artifacts:**   * Classroom walkthroughs and observations * Math PL schedule * Grade level CCC minutes |
| **Progress Monitoring:**   * Diagnostic assessments * Common formative assessments * Interim assessments |
| From August 2025 through May 2026, 3rd-5th grade teachers will consistently create and use the protected intervention time for targeted math instruction with fidelity measured by weekly lesson plans and administrative observation. |  | **Performance Target:**  Use of the intervention time for targeted instruction with fidelity |
| **Implementation (***include person responsible***):**  Teachers will deliver targeted math instruction during the protected intervention time with fidelity. |
| **Artifacts:**   * Classroom observations * Lesson plans * CCC minutes |
| **Progress Monitoring:**   * Diagnostic assessments * Common formative assessments * Interim assessments |

|  |  |
| --- | --- |
| **GOAL #5**  **School Selected** |  |

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

|  |
| --- |
| **Final Notes** |
|  |
| **Principal Signature** |
|  |
| **Assistant Superintendent** |
|  |