

School Name: Davis Elementary
Date: 6/2/2025

GOAL #1 Literacy (K-2)	During the 2025-26 school year, we will increase the percentage of students demonstrating reading proficiency in grades 1-2 from 95% to 97% as measured by the Beacon 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 progress monitor the outcome?
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.		Performance Target: 100% of kindergarten through second grade teachers will implement the new Tier 1 ELA components.
		Implementation <i>(include person responsible):</i> <ul style="list-style-type: none"> Facilitate a quarter-day collaborative training on Wonders resources in Spring 2025 Hold four quarterly grade-level planning days with Wonders resources included on the agenda Conduct monthly after-school professional learning sessions focused on Wonders Integrate Wonders collaboration into regular CCC meetings
		Artifacts: <ul style="list-style-type: none"> Classroom data sheet Lesson plans District walkthrough data
		Progress Monitoring: Administration will review ELA walkthrough data and lesson plans quarterly to ensure fidelity of Tier 1 implementation.

GOAL #2 Literacy (3-5)	During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 60% (without 4th grade data) to 65% as measured by the End of Grade ELA Milestones.
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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?
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.		Performance Target: 100% of third through fifth grade teachers will implement the new Tier 1 ELA components.
		Implementation (include person responsible): <ul style="list-style-type: none"> Facilitate a quarter-day collaborative training on Wonders resources in Spring 2025 Hold four quarterly grade-level planning days with Wonders resources included on the agenda Conduct monthly after-school professional learning sessions focused on Wonders Integrate Wonders collaboration into regular CCC meetings
		Artifacts: <ul style="list-style-type: none"> Classroom data sheet Lesson plans District walkthrough data
		Progress Monitoring: Administration will review ELA walkthrough data and lesson plans quarterly to ensure fidelity of Tier 1 implementation.

GOAL #3 Math (K-2)	During the 2025-26 school year, we will increase the percentage of students demonstrating math proficiency in grades K-2 from 96% to 98% as measured by the Beacon 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 progress monitor the outcome?
Kindergarten through second grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.		<p>Performance Target: 100% of kindergarten through second grade teachers will work collaboratively in CCCs to develop assessment plans, design common formative assessments, and carry out the Cobb data team cycle as evidenced by the artifacts listed below.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Monthly vertical data team trainings facilitated by two building leaders Grade-level data representatives will lead the data team cycle during CCCs or designated planning time Teams will collaboratively design and review common formative assessments during CCCs <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment plans Common formative assessments Documentation of the data team cycle CCC agendas and meeting minutes <p>Progress Monitoring: Assessment plans and implementation of the Data Team Cycle will be reviewed quarterly by administration.</p>

GOAL #4 Math (3-5)	During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 68% to 70% as measured by the Milestones 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 progress monitor the outcome?
Third through fifth grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.		<p>Performance Target: 100% of third through fifth grade teachers will work collaboratively in CCCs to develop assessment plans, design common formative assessments, and carry out the Cobb data team cycle as evidenced by the artifacts listed below.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Monthly vertical data team trainings facilitated by two building leaders • Grade-level data representatives will lead the data team cycle during CCCs or designated planning time • Teams will collaboratively design and review common formative assessments during CCCs <p>Artifacts:</p> <ul style="list-style-type: none"> • Assessment plans • Common formative assessments • Documentation of the data team cycle • CCC agendas and meeting minutes <p>Progress Monitoring: Assessment plans and implementation of the Data Team Cycle will be reviewed quarterly by administration.</p>

GOAL #5 School Selected	Throughout the 2025–2026 school year, we will work towards decreasing behavioral disruptions requiring administrative intervention by 10%, as documented in the Comprehensive Discipline Summary.
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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?
School administration and counselors will meet monthly to review discipline data trends to guide interventions.		Performance Target: Decrease incidents of student behaviors requiring office level intervention as measured by referral data.
		Implementation (include person responsible): <ul style="list-style-type: none"> School counselor will lead small group sessions for students with frequent referrals Monthly admin-counselor meetings to review behavior data trends Weekly check-ins by counselors with students who have high office referral counts Teachers will collaborate to establish behavior expectations during pre-planning, facilitated by administration Teachers will regularly reinforce behavior expectations throughout the year Teachers will implement the Zones of Regulation and use classroom calming corners to support emotional regulation
		Artifacts: <ul style="list-style-type: none"> Monthly summative discipline report Behavior toolkit implementation guide
		Progress Monitoring: Monthly review of referral data and intervention adjustments during admin-counselor meetings.

Final Notes**Principal Signature***Ashley Beasley***Assistant Superintendent**