

School Name: Ford Elementary
Date: 6/26/26

GOAL #1 Literacy (K-2)	By May 2027, the percentage kindergarten, first and second grade students scoring in the <i>prepared</i> range on the Interpreting Texts category of the spring Beacon assessment will increase from 65% to 68%. 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.
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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?
Beginning August 2026, K–2 nd grade teachers will implement explicit vocabulary and language comprehension strategies within Tier 1 instruction and targeted intervention groups. Student progress will be monitored through ongoing formative assessments, Amira, and Beacon data to determine the effectiveness of instructional strategies and make timely adjustments to instruction.		Performance Target: 68% 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.
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GOAL #2 Literacy (3-5)	By May 2027, 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%.
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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?
From August 2026 through May 2027, 3 rd -5 th grade teachers will review and analyze Beacon data during CCCs to identify students scoring below the Prepared range in reading and vocabulary. Wonders PMA data will be used to form targeted intervention groups and select instructional strategies aligned to students' needs. Implementation will be evidenced by CCC data analysis documents, targeted intervention group plans, and documented instructional adjustments based on student performance.		Performance Target: 51% of students in grades 3 rd -5 th will score a Level 3 or 4 on the Georgia Milestones in reading and vocabulary.
		Implementation (include person responsible): 3 rd -5 th grade teachers will review Beacon 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:

- Wonders progress monitoring
- Common formative assessments
- Data spreadsheets
- Exit tickets or performance tasks focused on vocabulary and comprehension
- Intervention documentation
- Utilize CTLS Analytics to monitor student progress on standards

GOAL #3 Math (K-2)	The percent of 1st and 2nd grade students scoring prepared will increase from 49% to 52% in numerical reasoning as measured by the 2026-2027 spring administration of the Beacon assessment. Kindergarten will increase from 26% to 29% in numerical reasoning on the spring administration of the Beacon.
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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?
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: 52% proficiency (1st & 2nd) and 29% proficiency (K) in numerical reasoning on the Beacon. 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
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GOAL #4 Math (3-5)	The percent of 3rd-5th grade students scoring proficient on the Georgia Milestones EOG will increase from 43% to 46% in the Measurement & Data Reasoning domain as measured by the 2026-2027 spring administration of the Georgia 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?
From August 2026 through May 2027, 3 rd -5 th grade teachers will use CTLS Math resources to deliver differentiated instruction and targeted small-group interventions in measurement and data 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: 46% proficiency in measurement and data reasoning on the Georgia Milestones
		Implementation (include person responsible): 3 rd -5 th 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 • Utilization of the new math manipulatives closet
		Progress Monitoring: • Diagnostic assessments • Common formative assessments • Interim assessments

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