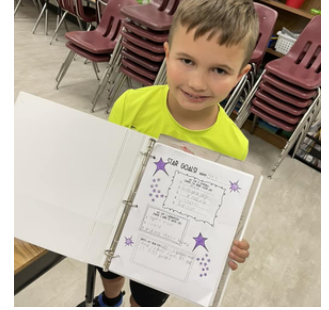
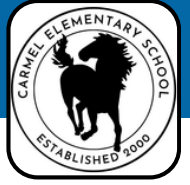


CARMEL ELEMENTARY SCHOOL

SY 2026 - 2027



SCHOOL IMPROVEMENT GOALS

GOALS FOR ELA

Percentages below represent students who scored at the Proficient and Distinguished Level.

**Due to new ELA Georgia Milestones assessment in May of 2026, ELA and Reading scores will not be shared by the state until December 2026. Scores will be updated when they are available to the district.*

	Reading Proficiency				ELA			
	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)
Grade 3	72.2%	63.3%		82.2%	51.9%	29.3%		61.9%
Grade 4	62.9%	66.7%		72.9%	48.9%	53.2%		58.9%
Grade 5	76.8%	81.0%		86.8%	56.1%	53.8%		66.1%

Reading Proficiency Action Steps

Action Step 1: Strengthen systematic and explicit literacy instruction grounded in research-based practices across all classrooms.

Action Step 2: Strengthen differentiated literacy instruction by using Skills Progression Assessments to identify students mastered and developing skills, determine the evidence-based instructional routines needed to address skill deficits, and monitor the impact of instruction on student learning.

Action Step 3: Strengthen teachers' capacity to use assessment data to monitor student progress through ongoing PLC data conversations and Literacy Coach coaching cycles. Student growth data will be used to adjust instruction, personalize interventions, and evaluate instructional effectiveness to ensure students make progress toward grade-level literacy proficiency.

ELA Action Steps

Action Step 1: Strengthen standards-based ELA instruction through instructional alignment and clarity by increasing teachers' understanding of learning progressions, the language of the standards, and grade-level rigor to ensure the implementation of effective high-impact instructional strategies that provide all students with access to rigorous, grade-level learning.

Action Step 2: Embed explicit instruction of Tier II and Tier III academic vocabulary into daily ELA instruction. Teachers will intentionally teach, model, and provide opportunities for students to use academic vocabulary through speaking and collaborative discourse to strengthen comprehension and communication.

Action Step 3: Strengthen Professional Learning Communities (PLCs) by collaboratively analyzing student work and assessment data, identifying student misconceptions, planning standards-aligned instruction, developing common formative assessments, and monitoring the impact of instructional practices to improve student achievement.

ELEVATING THE EXCELLENCE

Reading Intervention Plan			
Identification of Students	Plan of Remediation	Resources	Monitoring
Students below proficiency in foundational literacy not currently receiving educational services	Provide individualized literacy interventions, coaching, and research-based instruction guided by student data in addition to Tier 1 instruction	Core and supplemental resources	Targeted, ongoing monitoring

GOALS FOR MATH

Percentages below represent students who scored at the Proficient and Distinguished Level.

	Math Proficiency			
	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)
Grade 3	59.7%	44.7%	42.7%	69.7%
Grade 4	61.0%	64.7%	52.0%	71.0%
Grade 5	51.2%	56.3%	60.9%	61.2%

Math Proficiency Action Steps	
Action Step 1: Strengthen standards-based mathematics instruction by increasing teachers' understanding of learning progressions, the language of the standards, and grade-level rigor to ensure intentional scaffolding and the implementation of effective high-impact instructional strategies.	
Action Step 2: Strengthen mathematical reasoning and communication by embedding explicit Tier II and Tier III vocabulary instruction and structured academic discourse into daily mathematics instruction, providing students with frequent opportunities to explain, justify, and communicate their mathematical thinking using precise academic language.	
Action Step 3: Strengthen Professional Learning Communities (PLCs) by collaboratively analyzing student work and assessment data, identifying misconceptions, planning standards-aligned instruction through backwards design, developing common formative assessments, and monitoring the impact of instructional practices to improve student achievement	

GOALS FOR STUDENT ATTENDANCE

	Student Absences, Tardies, or Early Check-outs		
	Baseline (SY 2024-2025)	Progress Towards Goal (SY 2025-2026)	3-Year Goal (SY 2027-2028)
SMART Goal	94.2%	95.4%	97.2%

Student Attendance Action Steps	
Action Step 1: Implement a Tiered Attendance Support System for all students through monthly attendance reviews to identify at risk students and provide a tiered system of supports.	
Action Step 2: Launch a Targeted Month Attendance Campaign for December and March and implement a strategic, intensive school-wide incentive for perfect attendance during these months.	