

BALL GROUND 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	72.6%	64.0%		78.6%	43.7%	26.0%		49.7%
Grade 4	63.0%	58.4%		69.0%	40.2%	34.7%		46.2%
Grade 5	74.7%	88.0%		80.7%	44.2%	60.0%		50.2%

Reading Proficiency Action Steps

Action Step 1: Implement daily close reading lessons using complex texts to strengthen students' ability to analyze, infer, and cite textual evidence, with instructional practices monitored through learning walks and PLCs.

Action Step 2: Utilize weekly formative assessment data to provide differentiated small-group literacy instruction targeting identified comprehension needs.

Action Step 3: Integrate literacy across content areas through structured academic discourse and evidence-based reading tasks.

ELA Action Steps

Action Step 1: Implement daily standards-aligned writing instruction across genres using explicit modeling, feedback, and text evidence.

Action Step 2: Build teacher ownership of rigorous, standards-aligned literacy instruction through PLC collaboration, reflective practice, classroom support, and consistent use of evidence-based resources aligned with the CCSD Teaching & Learning Standards to strengthen written communication.

Action Step 3: Teachers will use high-quality mentor texts to model how readers analyze theme, character development, and textual evidence in literary texts.

ELEVATING THE EXCELLENCE

Reading Intervention Plan			
Identification of Students	Plan of Remediation	Resources	Monitoring
Grade 1-3 between 30-40 th percentile	Small group literacy intervention based on student need	Core and Supplemental	Targeted and Ongoing

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	48.9%	59.0%	58.2%	56.9%
Grade 4	55.9%	46.5%	68.4%	64.9%
Grade 5	46.9%	66.0%	44.1%	55.9%

Math Proficiency Action Steps				
Action Step 1: Implement daily standards-aligned mathematics instruction using manipulatives, visual models, and mathematical discourse to deepen conceptual understanding.				
Action Step 2: Teachers will use ongoing formative assessments (e.g., exit tickets, quick checks, math fluency probes) to identify skill gaps in computation and numerical reasoning, and provide small-group instruction focused on those specific needs.				
Action Step 3: Align real-world and project-based tasks to CCSD Teaching and Learning Standards and strengthen students' ability to apply math reasoning in measurement, time, graphing, and data interpretation.				

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	95.0%	96.5%	96.0%

Student Attendance Action Steps			
Action Step 1: Conduct monthly attendance team meetings to analyze attendance data, monitor intervention effectiveness, and coordinate family supports.			
Action Step 2: Implement and sustain a tiered school-wide attendance incentive program to promote consistent student attendance.			