School Name: Kincaid Elementary

Date: June 12, 2025

GOAL #1 Literacy (K-2)	The percent of K-2 students performing near, at, or above grade level will increase from 87% to 95%, as measured by the Amira Screener.

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.	August, 2025	**Performance Target:** K – 2 students will perform on or above grade level in the area of literacy. **Implementation (***include person responsible***):** 1. Administration will schedule the building to ensure all teachers have a 120-minute, uninterrupted literacy block. 2. Teachers will participate in yearlong professional learning on the new Tier 1 ELA resources 3. Teachers will collaboratively plan effective, common lessons using the new Tier 1 ELA resources 4. Administration will provide release time for teacher teams to collaboratively plan, using the new Tier 1 ELA resources, before the start of each 9 weeks. **Artifacts:** • Building Master Schedule • Team ELA Lesson Plans • Kincaid ELA Walkthrough Data from the districtwide form **Progress Monitoring:** • ELA Walkthrough Data – Guiding Coalition will monitor data quarterly

Collaborative Teacher Teams will use common formative assessment data to plan daily, focused interventions for students lacking pre-requisite skills, and to close performance gaps, as indicated in CCC Minutes.	August, 2025	**Performance Target:** K - 2 students will perform on or above grade level in the area of literacy

		Implementation (*include person responsible***):**
		1. Collaborative teacher teams will create and administer common, formative assessments, on agreed upon dates.
		2. Collaborative teacher teams will meet to analyze data from common, formative assessments, and plan for appropriate interventions.
		   a. Students who have not mastered pre-requisite grade level skills/standards will receive daily interventions with a highly trained teacher.
		   b. Struggling learners will be grouped together, based on data, for reteaching in a grade level WIN group, and/or in an intervention group with a highly trained teacher.
		   c. EIP Reading students will receive daily interventions through iReady, and lessons from a highly qualified teacher.

		Artifacts: • Common Formative Assessments • Daily Intervention Block Schedule • Beacon Data Reports • iReady Data Reports • CCC Minutes
		Progress Monitoring: • Class Profile Sheets - teachers compile Beacon Data into a class profile sheet to be reviewed by the Leadership Team • Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly • Intervention Program Data – Guiding Coalition will monitor prerequisite skill data monthly

GOAL #2 Literacy (3-5)	The percent of 3 - 5 students reading on or above grade level will increase from 76% to 85%, as measured by the EOG ELA Milestone.

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.	August, 2025	**Performance Target:** 3 – 5 students will perform on or above grade level in the area of literacy.
		Implementation (*include person responsible***):** 1. Administration will schedule the building to ensure all teachers have a 120-minute, uninterrupted literacy block. 2. Teachers will participate in yearlong professional learning on the new Tier 1 ELA resources 3. Teachers will collaboratively plan effective, common lessons using the new Tier 1 ELA resources 4. Administration will provide release time for teacher teams to collaboratively plan, using the new Tier 1 ELA resources, before the start of each 9 weeks.
		Artifacts: • Building Master Schedule • Team ELA Lesson Plans • Kincaid ELA Walkthrough Data from the districtwide form
		Progress Monitoring: • ELA Walkthrough Data – Guiding Coalition will monitor data quarterly

Collaborative Teacher Teams will use common formative assessment data to plan daily, focused interventions for students lacking pre-requisite skills, and to close performance gaps, as indicated in CCC Minutes.	August, 2025	**Performance Target:** 3 - 5 students will perform on or above grade level in the area of literacy

		Implementation (*include person responsible***):**
		1. Collaborative teacher teams will create and administer common, formative assessments, on agreed upon dates.
		2. Collaborative teacher teams will meet to analyze data from common, formative assessments, and plan for appropriate interventions.
		   a. Students who have not mastered pre-requisite grade level skills/standards will receive daily interventions with a highly trained teacher.
		   b. Struggling learners will be grouped together, based on data, for reteaching in a grade level WIN group, and/or in an intervention group with a highly trained teacher.
		   c. EIP Reading students will receive daily interventions through iReady, and lessons from a highly qualified teacher.

		Artifacts: • Common Formative Assessments • Daily Intervention Block Schedule • Beacon Data Reports • iReady Data Reports • CCC Minutes
		Progress Monitoring: • Class Profile Sheets - teachers compile Beacon Data into a class profile sheet to be reviewed by the Leadership Team • Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly • Intervention Program Data – Guiding Coalition will monitor prerequisite skill data monthly

GOAL #3 Math (K-2)	The percent of K-2 students who are prepared, or near prepared, for end of year math proficiency will increase from 69% to 90%, as measured by the BEACON assessment.

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?

Collaborative Teacher Teams will use common formative assessment data to plan daily, focused interventions for students lacking pre-requisite skills, and to close performance gaps, as indicated in CCC Minutes.	August, 2025	**Performance Target:**
		K - 2 students will perform on or above grade level in the area of math
		
		Implementation (*include person responsible***):**
		1. Collaborative teacher teams will create and administer common, formative assessments, on agreed upon dates.
		2. Collaborative teacher teams will meet to analyze data from common, formative assessments, and plan for appropriate interventions and extensions
		   a. Students who have not mastered pre-requisite grade level skills/standards will receive daily interventions with a highly trained teacher.
		   b. Struggling learners will be grouped together, based on data, for reteaching in a grade level WIN group, and/or in an intervention group with a highly trained teacher.
		   c. EIP Reading students will receive daily interventions through iReady.
		
		Artifacts:
		• Common Formative Assessments
		• Daily Intervention Block Schedule
		• BEACON Data Reports
		• iReady Data Reports
		• CCC Minutes
		
		Progress Monitoring:
		• Class Profile Sheets - teachers compile BEACON data into a class profile sheet to be reviewed by Administration
		• Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly
		• Intervention Program Data – The Kincaid Guiding Coalition will monitor prerequisite skill data monthly

Teachers will plan for daily, specific, extension activities for individual students, who have mastered the standards, as indicated in their lesson plans.	August, 2025	**Performance Target:** K - 2 students will perform on or above grade level in the area of math
		Implementation (*include person responsible***):** 1. Collaborative teacher teams will analyze common formative assessments to determine which students have mastered standards 2. Collaborative teacher teams will create a plan to extend students in the area of a mastered standard. 3. Teachers will implement extension activities for their students and/or students on their grade level, during the daily intervention block
		Artifacts: • CCC Minutes • Lesson Plans • Projects/products of extension activities
		Progress Monitoring: • Class Profile Sheets - teachers compile BEACON assessment data into a class profile sheet to be reviewed by the Leadership Team • Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly

GOAL #4 Math (3-5)	The percent of 3- 5 students performing on or above grade level in math will increase from 66% to 80%, as measured by the EOG Math Milestone.

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?

Collaborative Teacher Teams will use common formative assessment data to plan daily, focused interventions for students lacking pre-requisite skills, and to close performance gaps, as indicated in CCC Minutes.	August, 2025	**Performance Target:**
		3 - 5 students will perform on or above grade level in the area of math
		
		Implementation (*include person responsible***):**
		1. Collaborative teacher teams will create and administer common, formative assessments, on agreed upon dates.
		2. Collaborative teacher teams will meet to analyze data from common, formative assessments, and plan for appropriate interventions and extensions
		   a. Students who have not mastered pre-requisite grade level skills/standards will receive daily interventions with a highly trained teacher.
		   b. Struggling learners will be grouped together, based on data, for reteaching in a grade level WIN group, and/or in an intervention group with a highly trained teacher.
		   c. EIP Reading students will receive daily interventions through iReady.
		
		Artifacts:
		• Common Formative Assessments
		• Daily Intervention Block Schedule
		• BEACON Data Reports
		• iReady Data Reports
		• CCC Minutes
		
		Progress Monitoring:
		• Class Profile Sheets - teachers compile BEACON data into a class profile sheet to be reviewed by Administration
		• Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly
		• Intervention Program Data – The Kincaid Guiding Coalition will monitor prerequisite skill data monthly

Teachers will plan for daily, specific, extension activities for individual students, who have mastered the standards, as indicated in their lesson plans.	August, 2025	**Performance Target:** 3 - 5 students will perform on or above grade level in the area of math
		Implementation (*include person responsible***):** 4. Collaborative teacher teams will analyze common formative assessments to determine which students have mastered standards 5. Collaborative teacher teams will create a plan to extend students in the area of a mastered standard. 6. Teachers will implement extension activities for their students and/or students on their grade level, during the daily intervention block
		Artifacts: • CCC Minutes • Lesson Plans • Projects/products of extension activities
		Progress Monitoring: • Class Profile Sheets - teachers compile BEACON assessment data into a class profile sheet to be reviewed by the Leadership Team • Common Formative Assessment Data – Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly

GOAL #5 **School Selected**		**The number of K - 5 student discipline incidents will decrease by 40% (from 196 incidents to less than 120 incidents), as indicated by Kincaid's Discipline Summation Report.**

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?**
Homeroom teachers will consistently conduct daily classroom meetings to build classroom community, build relationships with students, and to reinforce school-wide behavior expectations.	August, 2025	**Performance Target:** K – 5 Students will understand and follow school expectations and the Cobb County Student Code of Conduct.
		Implementation (*include person responsible***):** 1. Administration will schedule the building with a common time for school-wide Morning Meetings. 2. School Counselors will provide team building questions and activities for teachers to use in their Morning Meetings. 3. School Counselors will develop a school-wide overview for teachers to use to reinforce school expectations in all areas of the school. 4. School Counselors will develop a school-wide Bullying Prevention training for teachers to use, reinforcing Stop ~ Walk ~ Talk. 5. As part of several class meetings, homeroom teachers will develop classroom rules, collaboratively with their students, based on the school-wide expectations. 6. Administration will coordinate training for the staff, with the Positive School Culture Support Department, on the topic of building relationships with students.
		Artifacts: • Morning Meeting PowerPoints • Posted classroom expectations aligned to school-wide expectations
		Progress Monitoring: Kincaid's Discipline Data - Administrative team will monitor K - 5 discipline data monthly.

Kincaid Staff will be trained on Restorative Practices to create a consistent, school-wide culture of how adults respond to challenging behaviors, and how adults appropriately support students in repairing any harm done to others.	August, 2025	**Performance Target:** K – 5 students will have the skills and knowledge to reflect on their behaviors, understand how their behaviors affect others, and problem solve to repair any harm.
		Implementation (*include person responsible***):** 1. Administration will coordinate training for the staff, with the Positive School Culture Support Department, on the topic of Restorative Practices. 2. Administration will provide all staff members a resource/card with questions to ask students as a response to challenging behaviors. 3. Administration will provide all staff members a resource/card with questions to ask students who have been harmed by others' actions. 4. Administration will provide ongoing support and professional learning to maintain consistency with speaking to students during challenging incidences. 5. Kincaid staff will consistently use the same questions when support student challenges/behaviors.
		Artifacts: • Agenda from Restorative Practices Training • Sign in Sheet from Restorative Practices Training • Restorative Practices Question Cards
		Progress Monitoring: Kincaid's Discipline Data - Administrative team will monitor K - 5 discipline data monthly.

Final Notes
Principal Signature
Deborah Tennyson
Assistant Superintendent