

*For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.*

School Name: Kemp Elementary

Monitoring Date: Quarter 1 of 2025-26 school year

**GOAL #1
Literacy (K-2)**

The percent of K-2 students scoring in the "prepared" domain will increase from 25% to 65% as measured by the ELA Beacon Assessment at the end of the 2025-2026 school year.

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 implement uninterrupted structured literacy block components daily as measured by monthly instructional walks.		<p>Performance Target: 100% of K-2 teachers will implement a 120 minute literacy block with thematic units. that will include phonics using UFLI resources, vocabulary, reading, connected writing using thematic unit planning on each grade level, and small group reading instruction using new decodable text resources.</p> <p>Implementation (include person responsible): that will include phonics using UFLI resources, vocabulary, reading, connected writing using thematic unit planning on each grade level, and small group reading instruction using new decodable text resources.</p> <p><u>Post Planning/Summer 2025:</u></p> <ul style="list-style-type: none"> Schedules must be realigned to allot space for the literacy block. (administration) All support members must be made aware of the importance of this uninterrupted time. (administration) All K-2 teachers will participate in Cobb County's Early Literacy training <p><u>Preplanning:</u></p> <ul style="list-style-type: none"> All K-2 teachers must design a schedule for literacy workshop that follows the guidelines set forth from the county All support specialists must be able to schedule times to fit their legal needs for each student. (EIP, Speech, OT, etc)

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	<p><u>August/September:</u></p> <ul style="list-style-type: none"> • All school members will continue their Georgia Literacy Academy modules. (all staff) • They will set structured time for each identified component and enact each component daily. (K-2 teachers) <p><u>October:</u></p> <ul style="list-style-type: none"> • Monthly walkthrough 1 (administration/RISP) <p>Artifacts:</p> <ul style="list-style-type: none"> • Class Schedule • Lesson Plans • CCC Meeting Minutes • Student Work Samples • Walk through forms • Professional Learning Schedule <p>Progress Monitoring:</p>
<p>K-2 teachers will implement knowledge-based curriculum such as Wonders daily as measured by monthly instructional walks.</p>	<p>Performance Target: 100% of K-2 teachers will implement the use of Wonders during teacher-led small groups within the daily structured literacy block.</p> <p>Implementation (<i>include person responsible</i>):</p> <p><u>Post Planning/Summer 2025:</u></p> <ul style="list-style-type: none"> • All K-2 teachers will receive their Wonders text library to house in their classrooms. <p><u>Preplanning:</u></p> <ul style="list-style-type: none"> • All K-2 teachers, along with the EIP Lead, will align the classroom library with the UFLI scope & sequence. <p><u>August/September:</u></p> <ul style="list-style-type: none"> • All K-2 teachers will administer a phonics screener on students. • All K-2 teachers will use the data from the phonics screener to target individual student instruction using the new Wonders resources. <p><u>October:</u></p> <ul style="list-style-type: none"> • Monthly walkthrough 1 (administration/RISP) <p>Artifacts:</p> <ul style="list-style-type: none"> • Class Schedule • Lesson Plans • Phonics Screener Data

- Walk through forms

Progress Monitoring:

GOAL #2
Literacy (3-5)

The percent of 3-5 students scoring level 4 will increase from 22% to 26% as measured by the 2025-26 ELA Milestones

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?

3-5 teachers will implement knowledge-based curriculum such as Wonders daily as measured by monthly instructional walks.

Performance Target:
 100% of 3-5 teachers will implement Wonders daily.

Implementation (include person responsible):
Preplanning: 3-5 teachers will familiarize themselves with introductory Wonders unit. (3-5 teachers with support of RISP and TTIS as necessary)

August/September:

- 3-5 teachers will implement Wonders lessons during their daily uninterrupted literacy block.
- CCCs—weekly prep for instruction and reflection (team teachers, RISP)

October

Monthly walk throughs—monitoring Wonders implementation (Administration and Reading Instructional Support)

Artifacts:

- Walkthrough checklists
- Plans/prep agenda or slide deck from CCCs

3-5 teachers will implement uninterrupted structured literacy block components daily as measured by monthly instructional walks.

Progress Monitoring:
Performance Target:

100% of 3-5 teachers will adhere to an uninterrupted structured literacy block daily.

Implementation (include person responsible):
Post Planning/Summer 2025:

- Schedules must be realigned to allot space for the literacy block. (administration)
- All support members must be made aware of the importance of this uninterrupted time. (administration)

Preplanning:

- All 3-5 teachers must design a schedule for literacy workshop that follows the guidelines set forth from the county. (3-5 teachers)
- All support specialists must be able to schedule times to fit their legal needs for each student. (EIP, Speech, OT, etc)

August/September:

- All school members will continue Wonders PL. (all staff)
- They will set structured time for each identified component and enact each component daily. (3-5 teachers)
- EIP Lead will lead PL on Wonders to ensure staff is comfortable implementing essential foundational skills.

October:

- Monthly walkthrough 1 (administration/RISP)

Artifacts:

- Class schedule
- Lesson plans
- CCC Meeting Minutes
- Student Work Samples
- Walk through forms
- Professional Learning Schedule

Progress Monitoring:

GOAL #3 Math (K-2)	The percent of the K-2 students scoring in the "prepared" domain will increase from 13.6% to 60% as measured by the Math Beacon Assessment at the end of the 2025-2026 school year.
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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 Implement daily targeted fact fluency strategies /practice as measured by monthly instructional walks.		Performance Target: 100% of K-2 teachers will implement daily targeted fact fluency strategies.
		Implementation (include person responsible): <u>Postplanning/Summer 2025:</u> <ul style="list-style-type: none"> Ensure manipulatives or other resources needed are available to all teachers (administration, ISS). <u>Preplanning</u> <ul style="list-style-type: none"> PL on fact fluency strategies and resources. (ISS, K-2 teachers) <u>August/September</u> <ul style="list-style-type: none"> Targeted fact fluency practice with students using both language and strategies (K-2 teachers)

K-2 teachers will implement math manipulatives during conceptual understanding activities throughout each unit as measured by monthly instructional walks.

<u>October</u> <ul style="list-style-type: none"> Instructional walk observing strategies (Administration/RISP)
Artifacts: <ul style="list-style-type: none"> Lesson Plans Sprints Walk through forms
Progress Monitoring:
Performance Target: 100% of K-2 teachers will use math manipulatives
Implementation (<i>include person responsible</i>): <u>Postplanning/Summer 2025:</u> <ul style="list-style-type: none"> Ensure manipulatives or other resources needed are available to all teachers (administration, ISS). <u>Preplanning</u> <ul style="list-style-type: none"> EIP Lead provides training for K-2 teachers on how manipulatives align and support quarter 1 math standards <u>August/September</u> <ul style="list-style-type: none"> EIP Lead continues to provide support for K-2 teachers during weekly CCC's on how to continually implement math manipulatives during daily instruction <u>October</u> <ul style="list-style-type: none"> Instructional walk observing strategies (Administration/RISP)
Artifacts: <ul style="list-style-type: none"> Lesson plans Walk through forms
Progress Monitoring:

GOAL #4 Math (3-5)	The percent of 3-5 students scoring level 4 will increase from 31% to 34% as measured by the 2025-2026 Math 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?
3-5 teachers will Implement daily targeted fact fluency strategies /practice as measured by monthly instructional walks.		Performance Target: 100% of 3-5 teachers will implement daily targeted fact fluency strategies.
		Implementation (include person responsible): <u>Postplanning/Summer 2025:</u> <ul style="list-style-type: none"> Ensure manipulatives or other resources needed are available to all teachers (administration, ISS). <u>Preplanning</u> <ul style="list-style-type: none"> PL on fact fluency strategies and resources. (ISS, 3-5 teachers) <u>August/September</u> <ul style="list-style-type: none"> Targeted fact fluency practice with students using both language and strategies (3-5 teachers) <u>October</u> <ul style="list-style-type: none"> Instructional walk observing strategies (Administration/ISS)
		Artifacts: <ul style="list-style-type: none"> Lesson Plans Sprints Walk through forms
		Progress Monitoring:

3-5 teachers will implement a daily spiraled word problem of the day as a part of their daily math instructional block. (scope/sequence)	<div> Performance Target: 100% of 3-5 teachers will implement a Problem of the Day during their instructional block daily. </div> <div> Implementation <i>(include person responsible):</i> <u>Preplanning:</u> <ul style="list-style-type: none"> • Prep POD on labels—ensure different DOK levels. (Teachers) • Ensure students have a math or POD journal (teachers) • Explain format (ACE, 4 square, etc) (admin, teachers) <u>August/September</u> <ul style="list-style-type: none"> • Teachers will implement daily problem solving within their math block. (3-5 teachers). <u>Late September, Early October</u> <ul style="list-style-type: none"> • Reflection on problem of the days—analyze results, determine groups for intervention (3-5 teachers, support teachers if available, as necessary) </div> <div> Artifacts: <ul style="list-style-type: none"> • POD labels/journals </div> <div> Progress Monitoring: </div>
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GOAL #5 School Selected	The percent of 3-5 students scoring level 1 will decrease from 10% to 8% as measured by the 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?
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K-5 teachers will implement assessment plans across all subject areas daily.

Performance Target:

100% of K-5 teachers will effectively implement assessment plans across all subjects.

Implementation *(include person responsible):*Preplanning

- Administration provides PL on creation, implementation, and expectations of assessment plans

August/September

- Teachers implement assessment plans per unit across all subject areas
- Admin continues to provide support on how to create and implement effective assessment plans during weekly CCC meetings

October

- Feedback provided by admin after instructional walks (with focus on consistency of the team)

Artifacts:

- Lesson plans
- Data team notes
- Instructional walks

Progress Monitoring:**Final Notes****Principal Signature**

Assistant Superintendent