

*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 2026-2027 School Year

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

The percent of K-2 students scoring in the "Support Needed" domain will decrease from 27 % to 10 % as measured by the ELA Beacon Assessment at the end of the 2026-27 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 the UFLI 8-step lesson routine with fidelity daily during foundational literacy instruction, with a focus on consistent routines and efficient pacing. Implementation will be monitored through monthly instructional walks, and impact will be measured through weekly encoding assessments and fluency checks.	8/3/2026	Performance Target: 100% of K-2 teachers will implement a comprehensive Tier 1 literacy block by utilizing knowledge-building text sets, the Reading Writing Companion, and differentiated instructional resources to provide daily whole-group and targeted small-group instruction that meets the diverse needs of all learners. Implementation: Ongoing Teachers meet with CCC for long term planning and professional learning based on data reviews. Teachers will create a quarterly common assessment plan. Teachers will review data from all diagnostic assessments-ORF, Beacon and Amira to adjust instruction. Teachers will implement the assessment program through Wonders and CTLS. They will administer all progress monitoring and summative assessments using these portals. Teachers will utilize focus walls for instruction. Weekly Teachers will plan in CCCs using Wonders and UFLI. Teachers will collaboratively plan to use the weekly planner in the digital platform of Wonders. Administration and peers will conduct walk throughs to observe the lesson plan implementation. Monthly

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	Special Education Teachers will attend a specialized CCC focusing on data and using the Tier 1 materials to specialize instruction for their students. Daily Teachers will implement the Wonders/UFLI lesson plans with all components of the literacy blocks. Artifacts: CCC meeting agenda/minutes Assessment plans created by CCCs Walk through data from administrators and peers Focus Walls to show evidence of learning Data from assessments-ORF, Amira and Beacon and unit common assessments Progress Monitoring: The Kemp leadership team will review walkthrough data at the end of each quarter to monitor the implementation of the 120-minute literacy block. The Kemp leadership team will review common assessment data with teams monthly to monitor progress toward mastery of the standards.
K-2 teachers will use UFLI progress-monitoring data daily to identify specific phonics needs and provide targeted small-group phonics instruction on a weekly basis. Groups and instructional focus will be adjusted based on progress-monitoring results. Implementation will be monitored through small-group plans and monthly instructional walks, and impact will be measured through subsequent UFLI progress-monitoring data.	Performance Target: 100% of K-2 teachers will implement a data-driven instructional cycle by consistently administering resource-aligned formative and summative assessments, analyzing student performance in CCCs, and using assessment data—including weekly UFLI progress monitoring in grades K–2—to provide timely interventions and adjust instruction.
GOAL #2 Literacy (3-5)	The percent of 3-5 students scoring in the “Support Needed” domain will decrease from 28 % to 10 % as measured by the 2026-27 end of year ELA Beacon.

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?
Grades 3-5 teachers will implement Wonders progress monitoring assessments and morpheme checks with fidelity during daily Collaborative Conversations to increase student engagement, comprehension, and academic language. Implementation will be monitored through monthly instructional walks, and impact will be measured through student responses, common formative assessments, and identified ELA data.	8/3/2026	Performance Target: 100% of 3-5 teachers will increase student engagement and participation during daily literacy instruction through Collaborative Conversations.
		Implementation: Ongoing Teachers meet with CCC for long term planning and professional learning based on data reviews. Teachers will create a quarterly common assessment plan. Teachers will review data from all diagnostic assessments-ORF, Beacon and Amira to adjust instruction. Teachers will implement the assessment program through Wonders and CTLS. They will administer all progress monitoring and summative assessments using these portals. Teachers will utilize focus walls for instruction. Weekly Teachers will plan in CCCs using Wonders and UFLI. Teachers will collaboratively plan to use the weekly planner in the digital platform of Wonders. Administration and peers will conduct walk throughs to observe the lesson plan implementation. Monthly Special Education Teachers will attend a specialized CCC focusing on data and using the Tier 1 materials to specialize instruction for their students. Daily Teachers will implement the Wonders/UFLI lesson plans with all components of the literacy blocks.
		Artifacts: CCC meeting agenda/minutes Assessment plans created by CCCs Walk through data from administrators and peers Focus Walls to show evidence of learning Data from assessments-ORF, Amira and Beacon and unit common assessments
		Progress Monitoring: The Kemp leadership team will review walkthrough data at the end of each quarter to monitor the implementation of the 120-minute literacy block.

Grades 3-5 teachers will implement identified Analytical Writing and Process Writing routines with fidelity across all units, using common rubrics, student models, and anchor papers to strengthen extended writing. Implementation will be monitored through monthly instructional walks and student-work review, and impact will be measured through team created common writing rubrics.	The Kemp leadership team will review common assessment data with teams monthly to monitor progress toward mastery of the standards. Performance Target: 100% of 3-5 teachers will implement the district writing routine with students using rubrics, mentor texts, and anchor papers.
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GOAL #3 Math (K-2)	The percent of the K-2 students scoring in the "Support Needed" domain will decrease from 24 % to 8 % as measured by the Math Beacon Assessment at the end of the 2026-27 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 explicit, strategy-based math fact-fluency instruction and provide daily opportunities for purposeful practice using visual models, number talks, games, and differentiated activities with fidelity during math instruction. Implementation will be monitored through monthly instructional walks, and impact will be measured through common formative assessments and Beacon data.	8/3/2026	Performance Target: 100% of K-2 teachers will implement daily targeted fact fluency strategies. Implementation: Ongoing Teachers meet with CCCs for long term planning and professional learning based on data reviews. Weekly Teachers will plan in CCCs to identify and make differentiated groups. Teachers will post lesson plans to OneNote for CCC and admin review. Administration will do walk throughs to observe the lesson plan implementation. Teachers will implement 2 weekly intervention blocks utilizing the targeted math planning template.

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		Daily Teachers will implement the lesson plans with all components of the district math coursework and lesson plans. Artifacts: CCC meeting agenda/minutes Lessons plans posted in OneNote Walk through data from administrators and peers Data from Unit Common Assessments Progress Monitoring: The Kemp leadership team will review walkthrough data at the end of each quarter to monitor the implementation of daily fact fluency.
K-2 teachers will intentionally implement manipulatives with fidelity during identified conceptual-understanding activities throughout each math unit. Implementation will be monitored through instructional walks and CCC planning weekly, and impact will be measured through common formative assessment and Beacon data.		Performance Target: 100% of K-2 teachers will use math manipulatives
GOAL #4 Math (3-5)	The percent of 3-5 students scoring level 4 will increase from 29% to 34% as measured by the 2026-27 Math 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 daily targeted fact fluency strategies /practice as measured by monthly instructional walks.	8/3/2026	Performance Target: 100% of 3-5 teachers will implement daily targeted fact fluency strategies.

	Implementation: Ongoing Teachers meet with CCCs for long term planning and professional learning based on data reviews. Weekly Teachers will plan in CCCs to identify and make differentiated groups. Teachers will post lesson plans to OneNote for CCC and admin review. Administration will do walk throughs to observe the lesson plan implementation. Teachers will implement 2 weekly intervention blocks utilizing the targeted math planning template. Daily Teachers will implement the lesson plans with all components of the district math coursework and lesson plans. Artifacts: CCC meeting agenda/minutes Lessons plans posted in OneNote Walk through data from administrators and peers Data from Unit Common Assessments Progress Monitoring: The Kemp leadership team will review walkthrough data at the end of each quarter to monitor the implementation of daily fact fluency.
Grades 3-5 teachers will implement a daily spiraled problem-solving routine aligned to the agreed-upon scope and sequence, requiring students to apply grade-level concepts and explain or justify their reasoning. Implementation will be monitored through walkthroughs and CCC review weekly, and impact will be measured through common formative assessments and Beacon data.	Performance Target: 100% of 3-5 teachers will implement a Problem of the Day during their instructional block daily.

Final Notes
Principal Signature
Assistant Superintendent