

School Name: Vaughan Elementary
Date: 6/15/25

GOAL #1 Literacy (K-2)	The percent of students at/above the 25th percentile will increase by 5% from fall baseline to spring as measured by the spring Amira ARM score.
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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 utilize the essential word routine for explicit vocabulary instruction.	8/18/25	Performance Target: K-2 teachers will implement the essential word routine to pre-teach tier 2 and tier 3 vocabulary to improve student reading comprehension.
		Implementation <i>(include person responsible):</i> Grade level CCCs will include identification of relevant tier 2 and tier 3 vocabulary when discussing CCC question 1 and specific instructional strategies. After selection of vocabulary, the essential word routine will be consistently utilized to build background knowledge for ELA and content texts. PL will be provided to ensure common understanding of the essential word routine.
		Artifacts: Grade level CCC discussion and documents, classroom walkthroughs conducted by administration, Guiding Coalition, and district support.
		Progress Monitoring: Administration will attend weekly CCC meetings and review documents, collaborate with ELA Action Team and grade level CCCs to plan professional learning, and conduct 10 ELA walkthroughs per month.

K-2 teachers will develop common formative ELA assessments that include learning targets and student learning targets reflection.	8/18/25	Performance Target: Common formative assessments will be consistently administered within the instruction and assessment cycle schedule (developed by each grade level team per unit of instruction). The inclusion of learning targets will ensure alignment with standards and student learning targets reflections will increase student ownership and understanding of areas of strength/weakness.
		Implementation (include person responsible): Grade level CCCs will utilize the ELA expanded framework to create an instruction and assessment cycle for each unit. The framework will be posted on CCC boards in the PL room. Common formative assessments will be scheduled on the framework.
		Artifacts: Grade level ELA expanded frameworks, common formative assessments
		Progress Monitoring: Administration will attend weekly CCC meetings, review posted frameworks and collaborate with Guiding Coalition at monthly meetings for progress updates.

GOAL #2 Literacy (3-5)	The percent of students scoring proficient (levels 2-4) will increase by 3% of the difference from spring 2025 results to 90% as measured by the 2025-26 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?
3-5 teachers will utilize the essential word routine for explicit vocabulary instruction.	8/18/25	Performance Target: 3-5 teachers will implement the essential word routine to pre-teach tier 2 and tier 3 vocabulary to improve student reading comprehension.
		Implementation (include person responsible): Grade level CCCs will include identification of relevant tier 2 and tier 3 vocabulary when discussing CCC question 1 and specific instructional strategies. After selection of vocabulary, the essential word routine

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		<p>will be consistently utilized to build background knowledge for ELA and content texts. PL will be provided to ensure common understanding of the essential word routine.</p> <p>Artifacts: Grade level CCC discussion and documents, classroom walkthroughs conducted by administration, Guiding Coalition, and district support.</p> <p>Progress Monitoring: Administration will attend weekly CCC meetings and review documents, collaborate with ELA Action Team and grade level CCCs to plan professional learning, and conduct 10 ELA walkthroughs per month.</p>
3-5 teachers will develop common formative ELA assessments that include learning targets and student learning targets reflection.	8/18/25	<p>Performance Target: Common formative assessments will be consistently administered within the instruction and assessment cycle schedule (developed by each grade level team per unit of instruction). The inclusion of learning targets will ensure alignment with standards and student learning targets reflections will increase student ownership and understanding of areas of strength/weakness.</p> <p>Implementation (include person responsible): Grade level CCCs will utilize the ELA expanded framework to create an instruction and assessment cycle for each unit. The framework will be posted on CCC boards in the PL room. Common formative assessments will be scheduled on the framework.</p> <p>Artifacts: Grade level ELA expanded frameworks, common formative assessments</p> <p>Progress Monitoring: Administration will attend weekly CCC meetings, review posted frameworks and collaborate with Guiding Coalition at monthly meetings for progress updates.</p>
GOAL #3 Math (K-2)	The percent of students in grades 1-2 scoring in the performance band of prepared will increase by 5% from fall baseline to spring as measured by the spring 2026 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?
K-2 teachers will increase the variety and frequency of differentiated instructional strategies including Increase the Rigor Questions and extension choice boards.	10/13/25	Performance Target: Teachers will consistently utilize instructional strategies that increase the rigor of mathematics instruction, exposing students to critical thinking and higher levels of DOK.
		Implementation (include person responsible): The K-5 Math Action Team (which includes gifted certified teachers) will review differentiated strategies resources in CTLs and develop an instructional calendar for each unit. Professional learning will be led or planned by the Math Action Team with CCSD math department support.
		Artifacts: Math Action Team minutes, differentiated instructional calendars, professional learning plans, classroom walkthroughs conducted by administration, Guiding Coalition, and district support.
		Progress Monitoring: Administration will review monthly Math Action Team minutes and differentiated instructional calendars, collaborate with Math Action Team in planning PL, and conduct 10 math walkthroughs per month.
K-2 teachers will develop common formative math assessments that include learning targets and student learning targets reflection.	10/13/25	Performance Target: Common formative assessments will be consistently administered within the instruction and assessment cycle schedule (developed by each grade level team per unit of instruction). The inclusion of learning targets will ensure alignment with standards and student learning targets reflections will increase student ownership and understanding of areas of strength/weakness.
		Implementation (include person responsible): Grade level CCCs will utilize the math framework to create an instruction and assessment cycle for each unit. The framework will be posted on CCC boards in the PL room. Common formative assessments will be scheduled on the framework.
		Artifacts: Grade level math frameworks, common formative assessments
		Progress Monitoring: Administration will attend weekly CCC meetings, review posted frameworks and collaborate with Guiding Coalition at monthly meetings for progress updates.

GOAL #4 Math (3-5)	The percent of students scoring level 4 in grades 3-5 will increase by 3% from 2024-25 math Milestones as measured by the 2025-26 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 increase the variety and frequency of differentiated instructional strategies including Increase the Rigor Questions, NRICH, 3 Act Tasks, and extension choice boards.	10/13/25	<p>Performance Target: Teachers will consistently utilize instructional strategies that increase the rigor of mathematics instruction, exposing students to critical thinking and higher levels of DOK.</p> <p>Implementation (include person responsible): The K-5 Math Action Team (which includes gifted certified teachers) will review differentiated strategies resources in CTLS and develop an instructional calendar for each unit. Professional learning will be led or planned by the Math Action Team with CCSD math department support.</p> <p>Artifacts: Math Action Team minutes, differentiated instructional calendars, professional learning plans, classroom walkthroughs conducted by administration, Guiding Coalition, and district support.</p> <p>Progress Monitoring: Administration will review monthly Math Action Team minutes and differentiated instructional calendars, collaborate with Math Action Team in planning PL, conduct 10 math walkthroughs per month</p>
3-5 teachers will develop common formative math assessments that include learning targets/standards and student learning targets reflection.	10/13/25	<p>Performance Target: Common formative assessments will be consistently administered within the instruction and assessment cycle schedule (developed by each grade level team per unit of instruction). The inclusion of learning targets will ensure alignment with standards and student learning targets reflections will increase student ownership and understanding of areas of strength/weakness.</p> <p>Implementation (include person responsible): Grade level CCCs will utilize the math framework to create an instruction and assessment cycle for each unit. The framework will be posted on CCC boards in the PL room. Common formative assessments will be scheduled on the framework.</p>

	<p>Artifacts: Grade level math frameworks, common formative assessments</p> <p>Progress Monitoring: Administration will attend weekly CCC meetings, review posted frameworks and collaborate with Guiding Coalition at monthly meetings for progress updates.</p>
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GOAL #5 School Selected	Culture of Reading: School-wide programs will be reviewed and updated and new initiatives will be implemented to encourage a culture of reading.
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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?
Vaughan leadership team will collaborate with the new media specialist to develop and support literacy initiatives.	8/4/25	Performance Target: Create a supportive environment that fosters reading proficiency and encourages students to engage with texts in various ways.
		Implementation (include person responsible): Weekly collaboration will occur with the leadership team and the media specialist. A book study utilizing <i>The 6 Literacy Levers – Creating a Community of Readers</i> (Brad Gustafson) will be utilized.
		Artifacts: Discussion notes from weekly meetings/book study of <i>The 6 Literacy Levers</i> Literacy Walk & Talks (<i>The 6 Literacy Levers</i> chapter 5, activity 1) will be conducted to support the development of a one-year plan for creating a reading community (<i>The Literacy Levers</i> chapter 5, activity 2).
		Progress Monitoring: Progress will be reviewed during weekly leadership/media specialist meetings; progress will be discussed, and feedback gathered from monthly Guiding Coalition meetings.

Final Notes**Principal Signature***Dr. Jenny Douglas***Assistant Superintendent**