COBB COUNTY SCHOOL DISTRICT

Cobb County School District SSP Elementary Schools

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: Pickett's Mill Elementary School
Monitoring Date: 2026-2027

GOAL #1 **Literacy (K-2)**	**During the 2026-2027 school year, K-2 students will increase the % of students identified as PREPARED as measured by the Beacon ELA Assessment by 35% from the Fall 2026 administration to the Spring 2027 administration, as measured by the 2027 Spring Beacon ELA 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 monitor the outcome?
K-2 teachers will implement explicit phonics instruction with fidelity during daily foundational literacy instruction. Implementation will be monitored through walkthrough and student work review on a bi-weekly basis, and impact will be measured through weekly phonics skill assessments and identified ELA profess monitoring day.		**Performance Target:** 100% of K-2 teachers will implement our weekly phonics lessons. **Implementation** (*including person responsible*)**:** Ongoing: Teachers will meet with CCC and Instructional Support for planning lessons and practice sessions throughout the school year. They will review weekly phonics skill assessment data in their CCC meetings and review all data from all Beacon, Amira, and other formative and summative assessments. Weekly: Teachers will plan for and teach each week's phonics skills and discuss the data in their weekly meetings. Administration will conduct walk-through checks to observe lessons. Daily: Teachers will implement the phonics lessons with fidelity, including all components of the daily lessons.

		Artifacts: CCC Meeting Agenda/Notes Unit Pacing Guide and Assessment Plan Phonics Plans Walk Through Data Assessment Data (Amira, Beacon, common formative and summative phonics assessment data)
		Progress Monitoring:
K-2 teachers will participate in targeted professional learning focused on the implementation of the WONDERS curriculum and they will implement the identified practice with fidelity on a weekly basis during their literacy instruction. Implementation will be monitored through walkthroughs and CCC meeting review on a bi-weekly basis, and the impact will be measured through identified common formative and ELA assessment data.		**Performance Target:** 100% of K-2 teachers will continue to participate in year-long Wonders PL.
		Implementation (*including person responsible*): Ongoing: Teacher will participate in all Wonders PL sessions throughout the school year via the ELA CCC meetings and re-delivery sessions. Weekly: Teachers will discuss their progress and common formative and summative assessment data from their Wonders assessments in their CCC meetings and during professional learning sessions. Administration will sit in on CCC meetings and monitor the redelivery of the PL info and the assessment data discussions. Daily: Teachers will implement their increasing knowledge of the Science of Reading and Wonders curriculum through their instructional practices in their daily lessons.
		Artifacts: Unit Pacing Guide and Assessment Plan CCC meeting/agenda notes Walk-through data from administrators Data from Beacon and common formative and summative assessments
		Progress Monitoring:

GOAL #2 **Literacy (3-5)**	**During the 2026-2027 school year, our 3rd-5th grade students will increase the % of students identified as PREPARED as measured by the Beacon ELA Assessment by 25% from the Fall 2026 administration to the Spring 2027 administration, as measured by the 2027 Spring Beacon ELA 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 monitor the outcome?
Grade 3-5 teachers will implement explicit, systematic Morphology instruction with fidelity during daily ELA instruction to strengthen work recognition, vocabular, and language comprehension. Implementation will be monitored through walkthrough and CCC review on a bi-weekly basis, and impact will be measured through daily formative checks, weekly morphology assessments, and identified ELA data.		**Performance Target:** 100% of 3-5 teachers will implement all components of the daily Morphology lessons each week.
		Implementation (*including person responsible*): Ongoing: Teachers will meet with CCC and Instructional Support for planning Morphology lessons and practice sessions throughout the school year. They will review weekly Morphology skill assessment data in their CCC meetings and review all data from all Beacon, Amira, and other formative and summative assessments. Weekly: Teachers will plan for each week's Morphology skills and discuss the data in their weekly meetings. Administration will conduct walk-through checks to observe lessons Daily: Teachers will implement the Morphology lessons with fidelity, including all components of the daily lessons.
		Artifacts: CCC Meeting Agenda/Notes Unit Pacing Guide and Assessment Plan Morphology Lesson Plans Walk Through Data Assessment Data (Amira, Beacon, common formative and summative Morphology assessment data)
		Progress Monitoring:

K-2 teachers will participate in targeted professional learning focused on the implementation of the WONDERS curriculum and they will implement the identified practice with fidelity on a weekly basis during their literacy instruction. Implementation will be monitored through walkthroughs and CCC meeting review on a bi-weekly basis, and the impact will be measured through identified common formative and ELA assessment data.		**Performance Target:** 100% of 3-5 ELA teachers will participate in year-long Wonders PL with their grade level.
		Implementation (*including person responsible***):** Ongoing: Teacher will participate in all Wonders PL sessions throughout the school year via the ELA CCC meetings and re-delivery session with their grade level team. Weekly: Teachers will discuss their progress and common formative and summative assessment data from their Wonders assessments in their CCC meetings and during professional learning sessions. Administration will sit in on CCC meetings and monitor the redelivery of the PL info and the assessment data discussions. Daily: Teachers will implement their increasing knowledge of the Science of Reading and Wonders curriculum through their instructional practices in their daily lessons.
		Artifacts: Unit Pacing Guide and Assessment Plan CCC meeting/agenda notes Walk-through data from administrators Data from Beacon and common formative and summative assessments
		Progress Monitoring:

GOAL #3 **Math (K-2)**	**During the 2026-2027 school year, K-2 students will increase the % of students identified as PREPARED as measured by the Beacon Math Assessment by 45% from the Fall 2026 Beacon administration to the Spring 2027 administration, as measured by the 2027 Spring Beacon Math 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 monitor the outcome?**
-K-2 teachers will use weekly assessment data to identify student needs and provide targeted small group instruction using the identified strategies from the assessment data with fidelity on a weekly basis. Groups and instructional focus will be adjusted based on ongoing results. Implementation will be monitored through CCC small group plans and walkthroughs on a bi-weekly basis, and impact will be measured through CFA's and Beacon math data.		**Performance Target:** 100% of teachers will implement the approved math curriculum and CTLS math resources.
		Implementation (*including person responsible*): Ongoing: K-2 teachers will meet with CCC and Instructional Support for planning Math lessons and professional learning session based on common and formative assessment data. Weekly: K-2 teachers will plan for each week's math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. K-2 Teachers will use the assessment data to divide students for intervention/enrichment opportunities. Daily: K-2 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)
		Progress Monitoring:

-Using a building schedule that has specific, identified blocks of dedicated intervention time, K-2 Students will be divided up into small groups/individual instruction for differentiated lessons each week based on their performance on weekly assessments, as measure by formative and/or summative math assessments		**Performance Target:** 100% of K-2 teachers will divide students up daily into small groups to provide them with specific, intentional intervention for math.
		Implementation (*including person responsible***):** Ongoing: K-2 teachers will meet with CCC and our Math support specialist for planning of Math lessons and professional learning session based on common and formative assessment data. Weekly: K-2 teachers will plan for each week's math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. K-2 Teachers will use the assessment data to divide students for intervention/enrichment opportunities. Daily: K-2 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs. K-2 teachers will provide targeted, specific intervention for students based on common and formative assessment data.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)
		Progress Monitoring:

GOAL #4 **Math (3-5)**	**During the 2026-2027 school year, we will decrease the % of students who receive a level 1 on the Math EOG Math Milestone Assessment from 7.5% on the 2026 EOG Math Milestone Assessment to 6.5% on the 2027 Math Milestone Assessment as measured by the 2027 Spring Math EOG 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 monitor the outcome?
-Grades 3-5 teachers will use weekly assessment data to identify student needs and provide targeted small group instruction using the identified strategies from the assessment data with fidelity on a weekly basis. Groups and instructional focus will be adjusted based on ongoing results. Implementation will be monitored through CCC small group plans and walkthroughs on a bi-weekly basis, and impact will be measured through CFA's and Beacon math data.		**Performance Target:** 100% of teachers will implement the approved math curriculum and CTLS math resources.
		Implementation (*including person responsible***):** Ongoing: 3-5 teachers will meet with CCC and Instructional Support for planning Math lessons and professional learning session based on common and formative assessment data. Weekly: 3-5 teachers will plan for each week's math lesson and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe math lessons and the implementation of the approved math curriculum. 3-5 teachers will use the assessment data to divide students for intervention/enrichment opportunities. Daily: 3-5 teachers will implement the math lessons with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Assessment Data (Amira, Beacon, common formative and summative data)

		Progress Monitoring.
-Using a building schedule that has specific, identified blocks of dedicated intervention time, 3-5 students will be divided up into small groups/individual instruction for differentiated lessons each week based on their performance on weekly assessments, as measured by formative and/or summative math assessments.		**Performance Target:** 100% of 3-5 teachers will implement the CTLS Math instructional framework and the CCSD approved lessons and use small group, differentiated opportunities to help increase our students understanding of the grade level prioritized standards and learning targets associated with those standards.
		Implementation (*including person responsible***):** Ongoing: 3-5 teachers will meet with CCC and Instructional Support for planning instruction and have professional learning sessions based on common and formative assessment data to increase our students understanding of the priority standards for their grade level. Weekly: 3-5 teachers will plan for each week's math lessons and discuss the common assessment data in their weekly CCC meetings. Administration will conduct walk-through checks to observe the math lessons and the assessments being used that are tied to the priority standards and learning targets. 3-5 teachers will use their weekly assessment data to divide students for intervention/enrichment opportunities as it relates to remediation and enrichment levels. Daily: 3-5 teachers will implement the CTLS math framework lesson format with all expected components and use the assessment data to provide students with specific, targeted intervention based on each student's needs.
		Artifacts: CCC Meeting Agenda/Notes Math Unit Pacing Guide and Assessment Plan Walk Through Data Ticket out the Door data Warm-up Data Assessment Data (Amira, Beacon, common formative and summative data)
		Progress Monitoring:

Final Notes
Principal Signature
Assistant Superintendent