

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:

**Bells Ferry Elementary**

Monitoring Date:

**2025-2026 Plan**

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

During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students reading at or above grade level from 70% to 73% as measured by AMIRA.

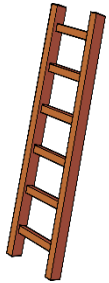
Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
<ul style="list-style-type: none"> <li>K-2 teachers will unpack and collaborate around newly adopted standards determining depth of knowledge and vertical alignment.               <ul style="list-style-type: none"> <li>Guided support will be provided by ISS to lead teams through <b>Question One</b> of the CCC process.</li> <li>Global PD will be used to create a framework and need for the discussion.</li> </ul> </li> </ul>	8/01/25	<p><b>Performance Target:</b> All teachers will identify priority standards and will know the depth of knowledge associated with each with an emphasis on what the students should be able to complete to show mastery of the standard.</p> <p><b>Implementation:</b> (include person responsible)            During Team Time, professional learning sessions will be conducted by Kristy White (ISS) centered on Question One of the CCC process. Global PD will be used to create a framework and need for the discussion. Weekly collaborative meetings will be centered on creating a description of standards (Translate into clear learning targets), defining mastery of standard with an example of rigor and identifying prerequisite skills.</p> <p>At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Kristy White will provide professional learning tailored to the needs of each team and model lessons as needed for teachers.</p> <ul style="list-style-type: none"> <li>August: Wonders Overview (local school)</li> <li>Quarterly Collaboration Days: Unpack &amp; Prioritize Standards/Start Learning Progression               <ul style="list-style-type: none"> <li>Quarter 1 Collaboration: Broken Up over several planning periods</li> <li>Quarter 2 Collaboration: Week of September 29<sup>th</sup></li> <li>Quarter 3 Collaboration: Week of December 1<sup>st</sup></li> </ul> </li> </ul>

**Goal:**

- ✓ *Create a description of standards (Translate into clear learning targets)*
- ✓ *Define mastery of standard with an example of rigor.*
- ✓ *Identify Prerequisite skills.*

**Artifacts:** CCC Minutes, Essential Standards Charts

- K-2 teachers will collaboratively create common learning targets and a learning progression as the foundation for unit planning.



○ *Guided support will be provided by ISS to lead teams through creating a systematic and well thought out progression of clear, specific, and aligned learning targets.*

**Artifacts:** CCC Minutes, Learning Ladders

- K-2 teachers will complete literacy training focused on the implementation of the newly adopted Wonders curriculum focused on the science of reading, structured literacy, and foundational literacy skills.
  - *Grade level collaboration focused on linking identified priority standards to the*

- Quarter 4 Collaboration: Week of March 2<sup>nd</sup>

- September: Deconstructing Learning Targets To Create quality Learning Targets Presentation (local school)
- October: Focused Instructional Walks focused on Learning Targets

**Artifacts:** Team Meeting Minutes, Essential Standards Charts, Learning Ladders, Walkthrough Data

**Progress Monitoring:**

	Baseline		Mid-Year		End of Year	
	Amira	Beacon	Amira	Beacon	Amira	Beacon
<b>Kindergarten</b>		N/A		N/A		
<b>First Grade</b>						
<b>Second Grade</b>						

<p><i>Wonders and research-based teaching practices.</i></p> <ul style="list-style-type: none"> <li>○ <i>Complete walkthroughs to observe instruction.</i></li> <li>○ <i>Staff Meetings will "spotlight" staff members successfully implementing the curriculum and employing discussed teaching strategies.</i></li> </ul> <p><b>Artifacts:</b> Completed Learning Ladders, Walkthrough Data, Student Achievement Data</p>		
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<p><b>GOAL #2</b> <b>Literacy (3-5)</b></p>	<p>During the 2025-2026 school year, we will increase the percentage of third through fifth grade students demonstrating ELA proficiency at a Level 3 or greater from 63% to 68% as measured by the Georgia Milestone Assessment.</p>
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Action Step(s)	Start Date	<p><b>What is the desired outcome of the action step?</b>  <b>How will the action step be implemented?</b>  <b>What artifacts will be used to show implementation?</b>  <b>What evidence will be used to progress monitor the outcome?</b></p>
<ul style="list-style-type: none"> <li>● 3-5 teachers will unpack and collaborate around newly adopted standards determining depth of knowledge and vertical alignment.</li> <li>○ <i>Guided support will be provided by ISS to lead</i></li> </ul>	8/01/25	<p><b>Performance Target:</b> All teachers will identify priority standards and will know the depth of knowledge associated with each with an emphasis on what the students should be able to complete to show mastery of the standard.</p> <p><b>Implementation:</b> (include person responsible)        During Team Time, professional learning sessions will be conducted by Kristy White (ISS) centered on Question One of the CCC process. Global PD will be used to create a framework and need for the discussion. Weekly collaborative meetings will be centered on creating a description of standards (Translate into clear learning targets), defining mastery of standard with an example of rigor and identifying prerequisite skills.</p>

## Cobb County School District SSP Elementary Schools

teams through **Question One** of the CCC process.

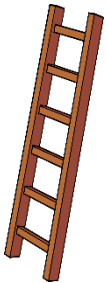
- Global PD will be used to create a framework and need for the discussion.

Goal:

- ✓ Create a description of standards (Translate into clear learning targets)
- ✓ Define mastery of standard with an example of rigor.
- ✓ Identify Prerequisite skills.

**Artifacts:** CCC Minutes, Essential Standards Charts

- 3-5 teachers will collaboratively create common learning targets and a learning progression as the foundation for unit planning.



○ Guided support will be provided by ISS to lead teams through creating a systematic and well thought out progression of clear, specific, and aligned learning targets.

**Artifacts:** CCC Minutes, Learning Ladders

- 3-5 teachers will complete literacy training focused on the implementation of the newly adopted Wonders

At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Kristy White will provide professional learning tailored to the needs of each team and model lessons as needed for teachers.

- August: Wonders Overview (local school)
- Quarterly Collaboration Days: Unpack & Prioritize Standards/Start Learning Progression
  - Quarter 1 Collaboration: Broken Up over several planning periods
  - Quarter 2 Collaboration: Week of September 29<sup>th</sup>
  - Quarter 3 Collaboration: Week of December 1<sup>st</sup>
  - Quarter 4 Collaboration: Week of March 2<sup>nd</sup>
- September: Deconstructing Learning Targets To Create quality Learning Targets Presentation (local school)

October: Focused Instructional Walks focused on Learning Targets

**Artifacts:** Team Meeting Minutes, Essential Standards Charts, Learning Ladders, Walkthrough Data

### Progress Monitoring:

Beacon			
	Baseline	Mid-Year	End of Year
Third Grade			
Fourth Grade			
Fifth Grade			

curriculum focused on the science of reading, structured literacy, and foundational literacy skills.

- *Grade level collaboration focused on linking identified priority standards to the Wonders and research-based teaching practices.*
- *Complete walkthroughs to observe instruction.*
- *Staff Meetings will "spotlight" staff members successfully implementing the curriculum and employing discussed teaching strategies.*

**Artifacts:** Completed Learning Ladders, Walkthrough Data, Student Achievement Data

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<b>GOAL #3</b> <b>Math (K-2)</b>	During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students demonstrating math proficiency (PREPARED by the end of year) from 65% to 70% as measured by quantile scores using Beacon.
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<b>Action Step(s)</b>	<b>Start Date</b>	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
<ul style="list-style-type: none"> <li>● K-2 teachers will collaboratively create and follow an assessment plan directly linked to identified priority standards.               <ul style="list-style-type: none"> <li>○ <i>Guided support will be provided by ISS to lead teams through <b>Question Two</b> of the CCC process.</i></li> <li>○ <i>Global PD will be used to create a framework and need for the work.</i></li> </ul> </li> </ul> <p>Goal:</p> <ul style="list-style-type: none"> <li>✓ <i>Establish Expectations &amp; Build Collective Understanding (continued throughout the entire year)</i></li> <li>✓ <i>Develop Yearling Grade-Level Assessment Plans</i></li> <li>✓ <i>Design &amp; Refine Common Formative Assessments</i></li> <li>✓ <i>Administer Common Formative Assessments &amp; Discuss Data</i></li> </ul>	08/01/25	<p><b>Performance Target:</b> All teachers will create and administer common formative assessments in math to determine mastery of identified priority standards.</p> <p><b>Implementation</b> <i>(include person responsible):</i>            During Team Time, professional learning sessions will be conducted by Kristy White (ISS) centered on Question Two of the CCC process. Global PD will be used to create a framework and need for the discussion. Weekly and quarterly collaborative meetings will be centered on creating an assessment plan with common formative assessments and an agreed upon timeline.</p> <p>At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Kristy White will provide professional learning tailored to the needs of each team and model lessons as needed for teachers.</p> <p><b>August: Establish Expectations and Build Collective Understanding</b></p> <ul style="list-style-type: none"> <li>○ Host a beginning-of-year math kickoff to outline the strategic goal and build buy-in.</li> <li>○ Review current math achievement data schoolwide and by grade level.</li> <li>○ Revisit priority standards using state frameworks and assessment blueprints.</li> <li>○ Align teams on the purpose and use of common formative assessments (CFAs).</li> </ul> <p><b>September: Develop Yearlong Grade-Level Assessment Plans</b></p> <ul style="list-style-type: none"> <li>○ Each grade level team meets to collaboratively create an assessment calendar including local school, district, and state assessments.</li> <li>○ Identify 3-5 key CFAs per semester based on pacing and readiness standards.</li> <li>○ Plan for data meetings after each CFA window.</li> </ul> <p><b>October: Design and Refine Common Formative Assessments</b></p> <ul style="list-style-type: none"> <li>○ Grade-level teams collaboratively create CFAs during designated planning time.</li> </ul>

**Artifacts:** Meeting Minutes, Assessment plans, Common Formative Assessments, Student Achievement Data

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- Use vetted assessment items (district, state, or teacher created) aligned to rigor of state test.
- Continuously refine CFAs and calibrate expectations during team data discussions.

**Ongoing:**

- Monthly professional learning sessions on:
  - ✓ CFA design and data analysis
  - ✓ Best practices in math instruction
  - ✓ Using formative data to guide instruction
- Offer in-class coaching cycles and modeling by instructional support staff.

**Artifacts:** Team Meeting Minutes, Assessment Plans, Common Formative Assessments, Achievement Data

**Progress Monitoring:** Progress will be monitored through the collection of completed assessment plans and common formative assessments. Student achievement (BEACON) data will also be analyzed throughout the year to monitor and track progress.

- Mid-year Check-In: Share Trends and Bright Spots.
- End-of-year data celebration and reflection in May.
- Teams will revise CFA plans for 2026-2027 based on reflections and outcomes.

	<b>BASELINE</b>	<b>MID-YEAR</b>	<b>END OF YEAR</b>
<b>Kindergarten</b>			
<b>First Grade</b>			
<b>Second Grade</b>			

### **GOAL #4** **Math (3-5)**

During the 2025-2026 school year, we will increase the percentage of third through fifth grade students demonstrating math proficiency at a Level 3 or greater from 40% to 45% as measured by the Milestone Math Assessment.

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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?
<ul style="list-style-type: none"> <li>3-5 teachers will collaboratively create and follow an assessment plan directly linked to identified priority standards.               <ul style="list-style-type: none"> <li><i>Guided support will be provided by ISS to lead teams through <b>Question Two</b> of the CCC process.</i></li> <li><i>Global PD will be used to create a framework and need for the work.</i></li> </ul> </li> </ul> <p>Goal:</p> <ul style="list-style-type: none"> <li>✓ <i>Establish Expectations &amp; Build Collective Understanding (continued throughout the entire year)</i></li> <li>✓ <i>Develop Yearling Grade-Level Assessment Plans</i></li> <li>✓ <i>Design &amp; Refine Common Formative Assessments</i></li> <li>✓ <i>Administer Common Formative Assessments &amp; Discuss Data</i></li> </ul> <p><b>Artifacts:</b> Meeting Minutes, Assessment plans, Common Formative Assessments, Student Achievement Data</p>	08/01/25	<p><b>Performance Target:</b> All teachers will create and administer common formative assessments in math to determine mastery of identified priority standards.</p> <p><b>Implementation</b> <i>(include person responsible):</i>          During Team Time, professional learning sessions will be conducted by Kristy White (ISS) centered on Question Two of the CCC process. Global PD will be used to create a framework and need for the discussion. Weekly and quarterly collaborative meetings will be centered on creating an assessment plan with common formative assessments and an agreed upon timeline.</p> <p>At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Kristy White will provide professional learning tailored to the needs of each team and model lessons as needed for teachers.</p> <p><b>August: Establish Expectations and Build Collective Understanding</b></p> <ul style="list-style-type: none"> <li>○ Host a beginning-of-year math kickoff to outline the strategic goal and build buy-in.</li> <li>○ Review current math achievement data schoolwide and by grade level.</li> <li>○ Revisit priority standards using state frameworks and assessment blueprints.</li> <li>○ Align teams on the purpose and use of common formative assessments (CFAs).</li> </ul> <p><b>September: Develop Yearlong Grade-Level Assessment Plans</b></p> <ul style="list-style-type: none"> <li>○ Each grade level team meets to collaboratively create an assessment calendar including local school, district, and state assessments.</li> <li>○ Identify 3-5 key CFAs per semester based on pacing and readiness standards.</li> <li>○ Plan for data meetings after each CFA window.</li> </ul> <p><b>October: Design and Refine Common Formative Assessments</b></p> <ul style="list-style-type: none"> <li>○ Grade-level teams collaboratively create CFAs during designated planning time.</li> <li>○ Use vetted assessment items (district, state, or teacher created) aligned to rigor of state test.</li> <li>○ Continuously refine CFAs and calibrate expectations during team data discussions.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>○ Monthly professional learning sessions on:               <ul style="list-style-type: none"> <li>✓ CFA design and data analysis</li> <li>✓ Best practices in math instruction</li> </ul> </li> </ul>



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- ✓ Using formative data to guide instruction
- Offer in-class coaching cycles and modeling by instructional support staff.

**Artifacts:** Team Meeting Minutes, Assessment Plans, Common Formative Assessments, Achievement Data

**Progress Monitoring:** Progress will be monitored through the collection of completed assessment plans and common formative assessments. Student achievement (BEACON) data will also be analyzed throughout the year to monitor and track progress.

- Mid-year Check-In: Share Trends and Bright Spots.
- End-of-year data celebration and reflection in May.
- Teams will revise CFA plans for 2026-2027 based on reflections and outcomes.

	<b>BASELINE</b>	<b>MID-YEAR</b>	<b>END OF YEAR</b>
<b>Third Grade</b>			
<b>Fourth Grade</b>			
<b>Fifth Grade</b>			

### GOAL #5 Behavior

During the 2025-2026 school year, we will implement a consistent system of behavior expectations that emphasizes proactive teaching and positive behavioral support to reduce office referrals and strengthen staff-student relationships as measured by monthly discipline data reports and climate surveys.

### 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?**

All staff members will consistently utilize a system of common language and

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**Performance Target:** All staff members will consistently teach, reinforce, and model common schoolwide behavior expectations to ensure a safe, respectful, and positive learning environment for all students.

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expectations to recognize students' positive behavior.

- Refine school-wide behavior expectations using shared decision making and entire staff input
- Refine & Teach behaviors associated with each expectation including location specific expectations
- Strengthen the communication of expectations to Bells Ferry families and stakeholders

### **Implementation** *(include person responsible):*

#### **August & Ongoing: Define and Launch Common Behavior Expectations**

- Administration and teachers will launch the schoolwide TRUE Bandit expectations (Trustworthy, Respectful, Understanding, Extraordinary) for the 25-26 school year
  - The schoolwide matrix that defines what TRUE bandit behavior looks like will be displayed in various areas throughout the buildings (classroom, hallway, cafeteria, etc.).
  - Staff will be provided refresher training and children's literature associated with each behavior expectation. Lessons will also be provided and reviewed with the staff.
  - Classroom teachers will explicitly teach expectations using a morning meeting.

Month	School-wide Behavioral Focus
August	Introduce All Behaviors
September	TRUSTWORTHY
October	RESPECTFUL
November	UNDERSTANDING
December	EXTRAORDINARY
January	TRUSTWORTHY
February	RESPECTFUL
March	UNDERSTANDING
April	EXTRAORDINARY
May	Review All Behaviors

#### **September: Implement Reinforcement Systems**

- Grade levels determine classroom-level systems that align with TRUE expectations.
- Schoolwide positive reinforcement system launched (Leader of the Day, Bandit Bucks, Positive Calls, etc.)
- Staff given guidelines for using positive behavior recognition consistently.

#### **Artifacts:**

Artifacts collected will be our instructional literature and signage as well as monthly discipline data reports to monitor the effectiveness of the implementation of the behavior expectations.

#### **Progress Monitoring:**

Evidence of progress will include monthly behavior data indicating the number of office referrals and violations to the Student Code of Conduct. Qualitative data will also be collected from the staff and key stakeholders to determine effectiveness of the behavior supports and interventions.

**Final Notes**

**Principal Signature**



**Assistant Superintendent**