

*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: Keheley Elementary

Monitoring Date: August 2026 – May 2027

GOAL #1
Literacy (K-2)

By the end of the 2026–2027 school year, the percentage of K–2 students scoring in the **Prepared Performance Level** in reading will increase from **33% to 40%**, as measured by the **Spring K-2 ELA BEACON data**.

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?

Action Step 1: Weekly, 100% of K-2 teachers will plan for and intentionally use facilitator Tier 3 vocabulary words from the Wonders teacher lesson resources (e.g., excerpt, narrative technique, evidence, construct) to build contextual and syntactic understanding, as evidenced by lesson plans submitted to administration and quarterly ELA administrative walkthroughs.

Action Step 2: Weekly, 100% of K-2 teachers will teach two explicit vocabulary lessons from the Wonders Unit, with 80% of students demonstrating proficiency on Wonders Unit progress-monitoring assessments on CTLS, as evidenced by lesson plans, vocabulary walls, and administrative walkthroughs.

August 2026

Performance Target

By the end of the 2026-2027 school year, 100% of K-2 teachers will implement and model Tier 3 and content-specific vocabulary from Wonders with fidelity, to increase syntactical understanding, as measured by lesson plans, 80% pass rate of Wonders CSA per grade level and administrative ELA walkthrough data.

Implementation (include person responsible):

IMPLEMENTATION STEPS

PERSON(S) RESPONSIBLE

Q1	Introduce/review Tier 3 vocabulary expectations; K-2 teachers begin weekly planning and use of facilitator Tier 3 vocabulary words; begin teaching 2 explicit vocabulary lessons/week; set up vocabulary walls	K-2 Teachers; ELA Administration (rollout/expectations)
Q1	The Instructional Support Specialist will design and deliver 2 professional learning sessions in Quarter 1 focused on supporting syntax through the Wonders curriculum, with 100% of K-2 teachers attending. Following the sessions, the Instructional Support Specialist will conduct coaching visits/check-ins to monitor implementation, with 80% of K-2 teachers observed using syntax strategies as evidenced by walkthrough and lesson plan data.	Syntax Professional Learning (Instructional Support Specialist)
Q2	Continue weekly vocabulary planning and instruction; first quarterly ELA administrative walkthroughs conducted; review CTLS progress-monitoring data	K-2 Teachers; ELA Administration (walkthroughs)
Q3	Continue weekly vocabulary planning and instruction; second quarterly walkthroughs conducted; mid-year data review and adjustments as needed	K-2 Teachers; ELA Administration (walkthroughs/data review)
Q4	Continue weekly vocabulary planning and instruction; final quarterly walkthroughs conducted; year-end data analysis during grade level CCC meetings to determine 100% fidelity target met	K-2 Teachers; ELA Administration (walkthroughs/final data)

		Artifacts: - CCSD ELA Walkthrough forms - Wonders Administrative Observation checklists - Weekly teacher lesson plans																		
		Progress Monitoring: Building Leadership Team will review district Walkthrough and Wonders Administrative Checklist data to monitor Wonders vocabulary implementation throughout the 2026-27 SY.																		
Action Step 1: Daily, 100% of K-2 teachers will meet with two to three small skill groups formed based on current student data (e.g., formative assessments, progress-monitoring data) to target specific skill gaps, as evidenced by small group lesson plans submitted to administration.	August 2026	Performance Target: By the end of the school year, 100% of K-2 teachers will meet with two to three data-created small skill groups per day, as measured by small group lesson plans and Cobb Collaborative Committee (CCC) notes.																		
Action Step 2: Bi-Weekly or with CFA (Common Formative Assessment) data results, 100% of K-2 teachers will review and adjust small group composition based on updated student data, with groups and instructional focus documented during Cobb Collaborative Committee (CCC) meetings, as evidenced by CCC notes, lesson plans and administrative walkthroughs.		Implementation (include person responsible): <table border="1"> <thead> <tr> <th colspan="3">Quarter-by-Quarter Implementation Plan</th></tr> <tr> <th></th><th>IMPLEMENTATION STEPS</th><th>PERSON(S) RESPONSIBLE</th></tr> </thead> <tbody> <tr> <td>Q1</td><td>Establish baseline student data to for initial small skill groups; introduce/review expectations for daily small group instruction; begin daily small group meetings (2-3 groups/day) by September 14th; begin documenting in lesson plans and CCC notes</td><td>K-2 Teachers; Administration (rollout/expectations)</td></tr> <tr> <td>Q2</td><td>Continue daily small group instruction; first quarterly administrative walkthroughs conducted; review CCC notes and lesson plans; adjust groups based on CFA data results</td><td>K-2 Teachers; Administration (walkthroughs)</td></tr> <tr> <td>Q3</td><td>Continue daily small group instruction; second quarterly walkthroughs conducted; mid-year regrouping based on CFA data results</td><td>K-2 Teachers; Administration (walkthroughs/data review)</td></tr> <tr> <td>Q4</td><td>Continue daily small group instruction; final quarterly walkthroughs conducted; year-end data analysis to determine 100% fidelity target met</td><td>K-2 Teachers; Administration (walkthroughs/final data)</td></tr> </tbody> </table>	Quarter-by-Quarter Implementation Plan				IMPLEMENTATION STEPS	PERSON(S) RESPONSIBLE	Q1	Establish baseline student data to for initial small skill groups; introduce/review expectations for daily small group instruction; begin daily small group meetings (2-3 groups/day) by September 14th; begin documenting in lesson plans and CCC notes	K-2 Teachers; Administration (rollout/expectations)	Q2	Continue daily small group instruction; first quarterly administrative walkthroughs conducted; review CCC notes and lesson plans; adjust groups based on CFA data results	K-2 Teachers; Administration (walkthroughs)	Q3	Continue daily small group instruction; second quarterly walkthroughs conducted; mid-year regrouping based on CFA data results	K-2 Teachers; Administration (walkthroughs/data review)	Q4	Continue daily small group instruction; final quarterly walkthroughs conducted; year-end data analysis to determine 100% fidelity target met	K-2 Teachers; Administration (walkthroughs/final data)
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GOAL #2 Literacy (3-5)	By the end of the 2026–2027 school year, the percentage of 3 rd – 5 th students scoring Prepared will increase from 17% to 20% , as measured by the Beacon 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?																		
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Action Step 1: Daily, **100%** of 3-5 teachers will meet with two to three small skill groups formed based on current student data (e.g., formative assessments, progress-monitoring data) to target specific skill gaps, as evidenced by small group lesson plans submitted to administration.

Action Step 2: Bi-Weekly or with CFA (Common Formative Assessment) data results, **100%** of 3-5 teachers will review and adjust small group composition based on updated student data, with groups and instructional focus documented during Cobb Collaborative Committee (CCC) meetings, as evidenced by CCC notes, lesson plans and administrative walkthroughs.

August 2026

Performance Target:

By the end of the 2026-2027 school year, **100%** of **3-5 teachers** will meet with two to three data-created small skill groups per day, as measured by small group lesson plans and Cobb Collaborative Committee (CCC) notes.

Implementation (include person responsible):

IMPLEMENTATION STEPS		PERSON(S) RESPONSIBLE
Q1	Establish baseline student data to for initial small skill groups; introduce/review expectations for daily small group instruction; begin daily small group meetings (2-3 groups/day) by September 14th; begin documenting in lesson plans and CCC notes	3-5 Teachers; Administration (rollout/expectations)
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Artifacts:

- **CCSD ELA Walkthrough forms**
- **Weekly Small Group lesson plans**
- **Weekly Teacher lesson plans**

Progress Monitoring:

Building Leadership Team will review district Walkthrough data to monitor facilitation of two to three small group skills groups per day throughout the 2026-27 SY.

GOAL #3 Math (K-2)	By the end of the 2026–2027 school year, the percentage of K–2 students scoring in the Prepared Performance Level in math will increase from 36% to 41% , as measured by the Spring K-2 Math BEACON data .
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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?		
Math Vocabulary Instruction (K-2 Teachers) Action Step 1: Weekly, 100% of K-2 teachers will plan for and intentionally use content-specific math vocabulary from CCSD Math resources (e.g., sum, difference, place value, greater than/less than) to build conceptual and academic language understanding, as evidenced by 80% of the class passing the Math common Post Assessment with at least a 75 or higher, plans submitted to administration and quarterly administrative walkthroughs. Action Step 2: Weekly, 100% of K-2 teachers will teach explicit math vocabulary instruction embedded in CCSD Math lessons, with 80% of students demonstrating proficiency on math progress-monitoring (CFAs) assessments, as evidenced by data analysis in weekly CCCs, vocabulary walls, and administrative walkthroughs.	August 2026	Performance Target: By the end of the school year, 100% of K-2 teachers will implement and model content-specific vocabulary from CCSD Math resources, as measured by Common Formative Math Assessments (CFA’s) lesson plans and administrative walkthrough data.		
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Cobb County School District SSP Elementary Schools

Q1	Introduce/review math vocabulary expectations; K-2 teachers begin weekly planning and use of content-specific vocabulary from CCSD Math resources; begin embedding explicit vocabulary instruction into lessons; set up math vocabulary walls	K-2 Teachers; Administration (rollout/expectations)
Q2	Continue weekly vocabulary planning and instruction; first quarterly administrative walkthroughs conducted; review progress-monitoring data during CCCs	K-2 Teachers; Administration (walkthroughs)
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Q4	Continue weekly vocabulary planning and instruction; final quarterly walkthroughs conducted; year-end data analysis to determine 100% fidelity target met	K-2 Teachers; Administration (walkthroughs/final data)
Artifacts: • CCSD Math Walkthrough forms • Weekly Math Small Group lesson plans • Weekly Teacher lesson plans		
Progress Monitoring: Building Leadership Team will review district Math Walkthrough data to monitor vocabulary implementation throughout the 2026-27 SY.		

GOAL #4 Math (3-5)	By the end of the 2026–2027 school year, the percentage of 3 rd – 5 th students scoring Level 2 (Developing) , Level 3 (Proficient) or Level 4 (Distinguished) will increase from 91% to 94% , as measured by the Georgia Math Milestones 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?															
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GOAL #5 School Selected	During the 2026-2027 school year grade level CCC teams K-5 will increase the number of common formative assessments given in Math and ELA from one per semester to two per semester. These assessments will be connected to learning targets that will be printed on the assessment or on an assessment cover page as determined by each team.
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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?
Action Step 1: By the end of the 2026–2027 school year , 100% of the K–5 teachers will increase the use of common formative assessments in both ELA and Math from one per semester to a minimum of two per semester , as evidenced by district walkthrough data and collaborative team/CCC documentation . Teachers will use the resulting assessment data to monitor student learning, identify instructional needs, and inform timely instructional adjustments and interventions.	August 2026	Performance Target: 100% of K-5 teachers will increase the number of common formative assessments from one to two per semester in Math and ELA to plan explicit math instruction. Implementation (include person responsible): Quarter One – Quarter Four: K-5 CCC teams will continue to utilize their common Math Assessment Plans for each of the four quarters. The Math Assessment Plans will include all formative and Summative assessments implemented. Quarter One – Quarter Four: K-5 teams will develop at least two common formative Math and ELA assessments during their CCC meetings. Artifacts: • Grade level CCC Notes • Grade level Common Quarterly Assessment Plans Progress Monitoring: Administration will review K- 5 Common Assessment Plans quarterly to monitor the increase of common assessments from one to two in ELA and Math.

Final Notes

3-5 ELA Milestone scores will be added once received in the fall 2026.

Principal Signature

Dr. Felicia Angelle

Assistant Superintendent

Adam Hill