

School Name: Kennesaw Elementary
Date: August 2025

GOAL #1 Literacy (K-2)	<ul style="list-style-type: none"> The percent of 1st and 2nd grade students scoring “Prepared” will increase by 10% from August 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: <ul style="list-style-type: none"> First Grade student scores will increase from 15% prepared (28 out of 183 students) to 25% prepared (45 students out of 183 students). Second Grade scores will increase from 23% prepared (39 students out of 171 students) to 33% prepared (56 students out of 171 students).
---	---

Action Step(s)	Start Date 8/4/25	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 daily consistent and explicit phonics instruction using district provided UFLI resources. K-2 teachers will implement the new Tier 1 ELA Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form. Results will be measured by review of lesson plans, walkthroughs, formative observations and student reading data.		Performance Target: Increase overall proficiency of reading fluency by 10% from the Fall baseline on AMIRA. Implementation: Brittany Rigdon will provide quarterly PL for K-2 classroom teachers to ensure implementation of Wonders and UFLI. PL will provide specific guidance for unpacking new ELA standards, creating specific learning targets, administering Core Assessments and Wonders Assessments. PL will support teachers in the development of the required district assessment plan to include assessment descriptions, number of Common Formative Assessments to be given in each unit, and timeframe for assessments. Chelsea Harvey will provide quarterly PL for K-2 teachers to include CTLS updates, instructional technology, and to ensure the district required minimum of (1) ELA Common Formative Assessment each semester which includes connected standards or learning targets printed next to each question on the assessment in CTLS. Artifacts: Lesson Plans, Learning Targets from new ELA Standards, Wonders Pacing Guides, UFLI Instruction, CTLS platform for Common Formative Assessments, CCC Minutes, Student Reading Fluency Data

		Progress Monitoring: TKES Walkthroughs, TKES Formatives, Literacy Walks, iReady for at-risk students, Student Reading Fluency Data based on Common Formative/Summative Assessments.
GOAL #2 Math K-2		<ul style="list-style-type: none"> • The percent of 1st and 2nd grade students scoring “Prepared” will increase by 10% from August 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: <ul style="list-style-type: none"> • First Grade student scores will increase from 2 % prepared (4 out of 180 students) to 12% prepared (22 students out of 180 students). • Second Grade scores will increase from 15% prepared (26 students out of 171 students) to 25% prepared (43 students out of 171 students).
Action Step(s)	Start Date 8/4/25	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?
<p>1st/2nd grade teachers will review priority standards during CCC’s to create specific Math Learning Targets for students.</p> <p>1st/2nd grade teachers will intentionally schedule daily small group sessions during Math block to address specific learning needs of students.</p> <p>Results will be measured by review of lesson plans, walkthroughs, formative observations and student data.</p>		<p>Performance Target: Increase overall performance of addition and subtraction of whole numbers using real world word problems by 10% from the Fall baseline of Beacon.</p> <p>Implementation: Brittany Rigdon will provide quarterly PL for K-2 classroom teachers to ensure successful creation and implementation of Learning Targets during small group Math. PL will also support teachers in the development of the required district assessment plan to include assessment descriptions, number of Common Formative Assessments to be given in each unit, and timeframe for assessments. Chelsea Harvey will provide quarterly PL to K-2 teachers to include CTLS updates, instructional technology, and to ensure the district required minimum of (1) Math Common Formative Assessment each semester which includes connected standards or learning targets printed next to each question on the assessment in CTLS.</p> <p>Artifacts: Lesson Plans, Math Learning Targets, CTLS platform for Common Formative Assessments, CCC Minutes, Student Math Fluency Data.</p>

		Progress Monitoring: TKES Walkthroughs, TKES Formatives, Math Walks, Dream Box for EIP students, Student Math Fluency Data based on Common Formative/Summative Assessments.
--	--	---

GOAL #3 School Selected	Increase by 10% from the fall baseline the number of students recognized for following star expectations as measured by the PBIS Reward Application.
--	---

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 Zones of Regulation, PBIS lessons, and CCSD Bullying Prevention Program during morning meetings. All KES staff will utilize PBIS Reward Application to recognize students for exhibiting star behavior expectations.	8/4/25	Performance Target: Increase by 10% the number of students being recognized for exhibiting star expectations as measured by PBIS Reward Application from the fall baseline. Implementation (<i>include person responsible</i>): Valerie King and Dawn Bailey-Carter will train all KES staff in using the PBIS Reward Application. All KES staff will utilize daily morning meetings to fully implement Zones of Regulation, PBIS lessons, and CCSD Bullying Prevention Program to help students understand the importance of making positive choices with self and others. All KES staff will utilize the PBIS Reward Application to recognize students for exhibiting star expectations. Students will be celebrated through classroom and school-wide celebrations as well as the PBIS School Store. Artifacts: Lesson plans from Zones of Regulation, PBIS, CCSD Bullying Prevention Program, and PBIS Reward Application Results, PBIS Meeting Minutes

Progress Monitoring:
Classroom Walkthroughs and TKES Formatives
PBIS Data Collection
CSIS Portal Data Collection of Behavior Referrals
District Monthly Data Reports

Final Notes**Principal Signature***Beth Lair***Assistant Superintendent**