

School Name: Kennesaw Elementary School

Date: July 2026

GOAL #1
Literacy (K-2)

During the 2026-2027 school year, Kennesaw Elementary School will increase the percentage of 1st and 2nd grade students scoring at the Prepared level on the End-of-Year Beacon ELA Assessment from 51% in Spring 2026 to 56% in Spring 2027.

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 explicitly teach and utilize the Collaborative Conversation Routine vocabulary within the Literacy Block as evidenced by monthly walkthrough data. Explicit collaborative conversation routine refers to: • Introduce the focus of the conversation: Explicitly give the students the topics they will discuss. • Review the relevant guidelines to support student participation: Call attention to any guidelines or resources you want students to focus on such as conversation expectations, sentence frames to use, etc... • Provide specific information so students know exactly what to	August 2026	Performance Target: By December, 100% of K-2 teachers will explicitly teach and effectively utilize the Collaborative Conversation Routine. Implementation (include person responsible): <u>August – September</u> • Teachers will be provided with the overview of explicit Collaborative Conversation Routine as referenced in the action step – Administration • PL will be provided on all elements of Collaborative Conversation Routine including the understanding of collaborative conversation anchor charts, role play collaborative conversations, utilizing sentence starters and word banks to support collaboration – Brittany Rigdon • Begin classroom walkthroughs in September for baseline data - Administration • CCC's will plan for and incorporate collaborative conversation routines into literacy lessons developed from Wonders curriculum at least 3 times per week. <u>October - December</u> • Walkthroughs will occur monthly to collect data and determine next instructional steps. • CCCs will continue incorporating collaborative conversation routines into literacy lessons at a minimum of 3 times per week.

to: Tell students how much time they have to discuss who they are talking with (partner, small group, whole group), and what you expect them to do as a result of the conversation (e.g. write a reflection, share with the larger group). • Monitor student conversations and provide corrective feedback as necessary: Listen as students discuss to be sure they stay on topic and follow guidelines. • Close the conversation: Highlight positive behaviors and contributions.		Artifacts: CCC Minutes, Lesson Plans, Walkthrough Data Progress Monitoring: Classroom Walk Through Data, TKES Walkthroughs, TKES Formative Observations
K-2 teachers will implement a consistent student self-reflection routine before and after formative and summative assessments using a simple face code (😊 = "I feel confident," 😐 = "I feel somewhat confident," 😞 = "I need more help"). Before the assessment, students will indicate how they feel about their understanding of the learning target. After the assessment, students will reflect again using the face code and identify one thing they did well and one area they want to continue practicing. Use student reflections alongside assessment data to guide small-group instruction, reteaching lessons, and goal setting.	August 2026	Performance Target: By the end of the school year, 100% of teachers will consistently implement student self-reflection before and after formative and summative assessments. Students will accurately reflect on their confidence, identify strengths and next steps, and use reflection to support goal setting. Student confidence ratings will increasingly align with assessment performance, demonstrating greater ownership of learning. Implementation (include person responsible): <u>August - September</u> • Introduce the face-code reflection routine (😊 😐 😞) and explicitly teach students how to self-assess before and after assessments; Model how to reflect on learning by identifying one success and one area for continued practice. • Embed the reflection routine into classroom formative and summative assessments. <u>September - May</u> • Teachers review student reflections alongside assessment results to identify misconceptions and determine instructional next steps. • Teachers & CCCs utilize reflection and assessment data to create flexible small groups, provide targeted reteaching, and support student goal setting. • Monitor implementation through classroom observations, collaborative planning discussions, and PLC conversations.

		Artifacts: CCCs Quarterly Common Formative Assessments (including standard identification and student pre / post reflections), CCC Minutes documenting analysis of student reflections and instructional adjustments, Small-group instructional plans based on assessment and reflection data, Walkthrough observation data
		Progress Monitoring: Classroom walkthrough data, Common Formative Assessment Data, Review small-group instructional plans to ensure reflection and assessment data are driving instructional decisions, Guiding Coalition reviews implementation data quarterly to determine consistency and identify needed support.

GOAL #2 Math (K-2)	During the 2026-2027 school year, Kennesaw Elementary School will increase the percentage of kindergarten through 2nd grade students scoring at the Prepared level on the End-of-Year Beacon Math Assessment from 37% in Spring 2026 to 42% in Spring 2027.
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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 develop number sense and numeration skills by intentionally incorporating manipulatives to build strong number sense and numeration skills.	August 2026	Performance Target: 100% of K-2 teachers will utilize manipulatives as concrete representatives to teach mathematical concepts.
		Implementation (include person responsible): <u>August-September</u> - Brittany Rigdon and Administration will create a teacher needs assessment that supports the usages of math manipulatives. - Brittany Rigdon & district math PL specialists will lead Math PL on manipulatives effective evidence-based practices using math manipulatives. <u>October – May</u> - Monthly Instructional Walkthroughs focused on effective utilization of math manipulatives. - CCCs will analyze common formative assessment data to determine next instructional steps / professional learning sessions needed regarding effective use of manipulatives to build number sense and numeration skills.

		Artifacts: Teacher Needs Assessment; Instructional Walk-Through Data; CCC Meeting Minutes; Common Formative Assessments
		Progress Monitoring: CFA Data, Beacon Math Data (K-2); Instructional Walk-Through Data; iReady Math Data
K-2 teachers will implement a consistent student self-reflection routine before and after formative and summative assessments using a simple face code (😊 = "I feel confident," 😐 = "I feel somewhat confident," 😞 = "I need more help"). Before the assessment, students will indicate how they feel about their understanding of the learning target. After the assessment, students will reflect again using the face code and identify one thing they did well and one area they want to continue practicing. Use student reflections alongside assessment data to guide small-group instruction, reteaching, and goal setting.	August 2026	Performance Target: By the end of the school year, 100% of teachers will consistently implement student self-reflection before and after formative and summative assessments. Students will accurately reflect on their confidence, identify strengths and next steps, and use reflection to support goal setting. Student confidence ratings will increasingly align with assessment performance, demonstrating greater ownership of learning.
		Implementation (include person responsible): <u>August - September</u> - Introduce the face-code reflection routine (😊 😐 😞) and explicitly teach students how to self-assess before and after assessments; Model how to reflect on learning by identifying one success and one area for continued practice. - Embed the reflection routine into classroom formative and summative assessments. <u>September - May</u> - Teachers review student reflections alongside assessment results to identify misconceptions and determine instructional next steps. - Teachers & CCCs utilize reflection and assessment data to create flexible small groups, provide targeted reteaching, and support student goal setting. - Monitor implementation through classroom observations, collaborative planning discussions, and PLC conversations.
		Artifacts: Teacher Needs Assessment; Instructional Walk-Through Data; CCC Meeting Minutes; Common Formative Assessments
		Progress Monitoring: CFA Data, Beacon Math Data (K-2); Instructional Walk-Through Data; iReady Math Data

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