

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: Kennesaw Elementary School

Monitoring Date: January 13, 2026

GOAL #1
Literacy (K-2)

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:

- 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)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>K-2 teachers will implement daily consistent and explicit phonics instruction using district provided UFLI resources.</p> <p>K-2 teachers will implement the new Tier 1 ELA Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form.</p> <p>Results will be measured by review of lesson plans, walkthroughs, formative observations and student reading data.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Creation of Pacing Guides for ELA • Implementation of Wonders and UFLI • Formal and informal observations using ELA walkthrough form and TKES • Collaboration on Lesson Plans <p>Artifact Summary:</p> <p>Teachers were provided dedicated time for Team A and Team B collaboration on lesson planning, ensuring alignment with grade-level standards and instructional expectations. The ELA Lead, Brittany Rigdon, facilitated the creation of pacing guides aligned to the report card to support consistency and clarity in instruction.</p> <p>The Principal, Assistant Principal, and ELA Lead conducted both formal and informal observations during the literacy block using the ELA walkthrough form and TKES to monitor implementation and provide feedback. Additionally, our TTIS, Chelsie Harvey, met monthly with grade-level teams to support the development and use of common assessments in CTLS.</p> <p>Grade-level CCCs met weekly to review data, plan instruction, and share best practices. Teams also submitted their grade-level assessment plans to administration, ensuring alignment with school-wide expectations and progress monitoring.</p> <p>Progress and use of iReady is monitored on a weekly basis to ensure students are receiving support in literacy.</p>	<p>Evidence:</p> <p>BEACON ELA MOY:</p> <p>Grade 1: Prepared Level: Increased from 15% to 31% Near target: Increased from 46% to 48% Support Needed: Decreased from 39% to 21%</p> <p>Grade 2: Prepared Level: Increased from 23% to 34% Near Target: Decreased from 35% to 31% Support Needed: Decreased from 42% to 21%</p> <p>Evidence Summary:</p> <p>Mid-year Beacon ELA data demonstrates strong progress toward the goal of increasing the percentage of 1st and 2nd grade students scoring "Prepared" by 10% from August 2025 to May 2026.</p> <ul style="list-style-type: none"> • Grade 1: The percentage of students scoring Prepared increased from 15% to 31%, surpassing the end-of-year target of 25%. The Near Target group grew slightly from 46% to 48%, while the Support Needed group decreased significantly from 39% to 21%, indicating effective interventions and improved foundational skills. • Grade 2: The percentage of students scoring Prepared increased from 23% to 34%, exceeding the target of 33%. The Near Target group decreased from 35% to 31%, and the Support Needed group decreased from 42% to 21%, reflecting substantial movement of students toward proficiency.
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		Overall, the data provides clear evidence that instructional strategies and targeted supports are yielding positive results. Both grade levels have already met or exceeded the end-of-year goal at mid-year, demonstrating strong academic growth and effective implementation of improvement initiatives.
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GOAL #2 Math (K-2)	<p>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:</p> <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).
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<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>Artifacts:</p> <ul style="list-style-type: none"> • Lesson Plans • Learning Targets • Observations/walkthroughs • Common Assessments <p>Artifact Summary:</p> <p>Grade-level A/B teams met quarterly to develop Math pacing guides and create common assessments aligned to standards. Weekly CCC meetings on Thursdays provided opportunities for collaboration, data analysis, and instructional planning.</p> <p>The Principal and Assistant Principal conducted formal and informal observations, while SSA and Teacher Leader Brittany Rigdon completed walkthroughs to monitor instructional practices. Teams utilized CTLS Assess for administering common assessments, supported by our TTIS to ensure effective implementation and data usage.</p> <p>Additionally, the use of DreamBox was monitored weekly to track student engagement and progress in personalized math learning.</p>	<p>Evidence:</p> <p>BEACON MATH MOY:</p> <p>Grade 1: Prepared Level: Increased from 2% to 22% Near Target: Decreased from 64% to 62% Support Needed: Decreased from 34% to 16%</p> <p>Grade 2: Prepared Level: Increased from 15% to 34% Near Target: Decreased from 50% to 47% Support Needed: Decreased from 35% to 20%</p> <p>Evidence Summary:</p> <p>Mid-year Beacon Math data shows significant progress toward the goal of increasing the percentage of 1st and 2nd grade students scoring "Prepared" by 10% from August 2025 to May 2026.</p> <ul style="list-style-type: none"> • Grade 1: The percentage of students scoring Prepared increased from 2% to 22%, surpassing the end-of-year target of 12%. The Near Target group decreased slightly from 64% to 62%, while the Support Needed group decreased substantially from 34% to 16%, indicating that interventions are effectively moving students toward proficiency. • Grade 2: The percentage of students scoring Prepared increased from 15% to 34%, exceeding the target of 25%. The Near Target group decreased from 50% to 47%, and the Support Needed group decreased from 35% to 20%, reflecting strong growth and successful instructional strategies.
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		<p>Overall: Both grade levels have already met or exceeded the end-of-year goal at mid-year. The data demonstrates that targeted supports and instructional practices are producing positive results, with a clear trend of students moving from Support Needed to Prepared.</p>
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GOAL #3 School Selected	<p>By the end of the 2025–2026 school year, the number of office discipline referrals will decrease by 25% from the 2024–2025 baseline of 370 referrals, as measured by the CCSD Discipline Portal.</p>
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>All staff will utilize PBIS Reward Application to recognize students for exhibiting star behavior expectations.</p> <p>Schoolwide implementation of Positive Office Referrals, Leader of the Week recognition, and KES Star Store.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> CCSD Discipline Portal Data REWARDS app Data PBIS Action Team Minutes <p>Artifact Summary:</p> <ul style="list-style-type: none"> PBIS Coaches trained staff on REWARDS application and Flow Chart Monthly PBIS Meetings Monthly data sharing with staff Implementation of Positive Phone Calls Home, STAR Wall, Brag Box, and PBIS STAR cart to promote and motivate positive behaviors PBIS Team analysis of minor and major referrals 	<p>Evidence:</p> <p>Office referrals decreased from 197 (Aug–Dec 2024) to 51 (Aug–Dec 2025), per CCSD Discipline Portal data.</p> <p>Evidence Summary:</p> <p>The schoolwide implementation of PBIS at KES includes the use of the PBIS Rewards Application to recognize students for demonstrating STAR behavior expectations. Positive reinforcement strategies such as Positive Office Referrals, Leader of the Week recognition, and the KES Star Store are consistently utilized to promote a positive school culture. Supporting artifacts include:</p> <ul style="list-style-type: none"> PBIS Rewards App: Used by all staff to award points and track student recognition. Zones of Regulation Lessons: Implemented to support students' emotional regulation and social-emotional learning. PBIS Framework: Fully integrated into daily routines and expectations. CCSD No Bullying Lessons: Delivered to ensure a safe and respectful environment. PBIS Action Team Initiatives: <ul style="list-style-type: none"> Trained staff on the Rewards App and flowchart. Monitored minor referrals in the PBIS app for the first time. Increased positive calls home. Promoted student leadership opportunities. <p>These artifacts collectively demonstrate a proactive approach to fostering positive behavior, emotional regulation, and leadership development across the school.</p>
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Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
	N/A	