

<b>School Name: Mount Bethel Elementary School</b>
<b>Date: July 1, 2025</b>

<b>GOAL #1</b> <b>Literacy (K-2)</b>	By the end of the 25-26 school year, 80% of kindergarten through 2nd grade students will reach the at or above benchmark performance level as measured by the EOY Acadience 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?
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	August 1	<b>Performance Target: 80%</b>
		<b>Implementation</b> ( <i>include person responsible</i> ): Teachers will use Wonders to deliver whole-group instruction during the required literacy block. Walkthroughs conducted by administration, teacher leaders, and instructional support specialists.
		<b>Artifacts:</b> lesson plans, walkthrough forms, CCC agendas
		<b>Progress Monitoring:</b> Acadience BOY, MOY, and EOY scores; walkthrough trends; CCC notes
• Teachers will provide small-group reading instruction based on student assessment data three times per week.	August 1	<b>Performance Target: 80%</b>

	<b>Implementation</b> ( <i>include person responsible</i> ): Teachers will deliver structured, flexible small-group instruction using assessment data to guide grouping and planning (e.g., UFLI and REAP-informed strategies). CCCs will review student data and adjust instruction.
	<b>Artifacts:</b> Small-group lesson plans, grouping charts, CCC notes
	<b>Progress Monitoring:</b> Acadience progress monitoring, formative assessments, CCC data reviews

<b>GOAL #2</b> <b>Literacy (3-5)</b>	By the end of the 2025–2026 school year, the percentage of students in grades 3–5 scoring Distinguished on the Georgia Milestones ELA EOG will increase by at least 3 percentage points compared to 2024–2025.
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Action Step(s)	Start Date	<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>
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	August 1	<b>Performance Target:</b> 3% growth
		<b>Implementation</b> ( <i>include person responsible</i> ): Teachers will use Wonders to deliver whole-group instruction during the required literacy block. Walkthroughs conducted by administration, teacher leaders, and instructional support specialists.
		<b>Artifacts:</b> Weekly lesson plans, walkthrough forms, CCC notes

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		<b>Progress Monitoring:</b> Georgia Milestones domain scores, walkthrough trends, CCC reflections
Teachers will provide small-group reading instruction at least three times per week based on formative and diagnostic data.	August 1	<b>Performance Target: 3 % growth</b>
		<b>Implementation (include person responsible):</b> Teachers will deliver structured, flexible small-group instruction using assessment data to guide grouping and planning (e.g., UFLI and REAP-informed strategies). CCCs will review student data and adjust instruction.
		<b>Artifacts:</b> Small-group lesson plans, grouping documentation, CCC notes
		<b>Progress Monitoring:</b> Reading screening data, Beacon growth trends

<b>GOAL #3</b> <b>Math (K-2)</b>	By the end of the 25-26 school year, 65% of kindergarten through 2nd grade students will reach the prepared performance level as measured by the EOY Math 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?
Teachers will provide small-group math instruction based on student performance and need, at least three times each week.	August 1	<b>Performance Target:</b> 65%
		<b>Implementation (include person responsible):</b> Teachers will use BEACON and classroom assessment data to form flexible groups and deliver targeted small-group instruction.

		<b>Artifacts:</b> Small-group lesson plans, grouping charts, CCC agendas
		<b>Progress Monitoring:</b> BEACON progress data, classroom tasks, CCC documentation
Teachers will collaboratively analyze student performance data in CCCs and adjust small-group instruction accordingly during each unit.	August 1	<b>Performance Target: 65%</b>
		<b>Implementation (include person responsible):</b> Teachers will review student work and formative assessments in CCCs to inform instruction and reteaching plans.
		<b>Artifacts:</b> CCC notes, data analysis protocols, assessment data
		<b>Progress Monitoring:</b> BEACON data, in-class assessments, CCC reflections.

<b>GOAL #4</b> <b>Math (3-5)</b>	By the end of the 2025–2026 school year, the percentage of students in grades 3–5 scoring Distinguished on the Georgia Milestones Math EOG will increase by at least 3 percentage points compared to 2024–2025.
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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?
Teachers will provide small-group math instruction based on student performance and need, at least three times per week.	August 1	<b>Performance Target:</b> 3x/week
		<b>Implementation (include person responsible):</b> Teachers will use formative assessment data to drive small-group instruction and reteaching.
		<b>Artifacts:</b> Small-group lesson plans, flexible grouping charts, CCC minutes
		<b>Progress Monitoring:</b> CFA results, Beacon performance trends, CCC data discussions
Teachers will collaboratively develop and use standards-aligned common formative assessments in math through CTLS Assess.	August 1	<b>Performance Target:</b> Quarterly
		<b>Implementation (include person responsible):</b> Grade-level teams will meet in CCCs to create math CFAs in CTLS and use the data to guide instruction and intervention.

		<b>Artifacts:</b> CTLS CFA items, CCC agendas, data review tools
		<b>Progress Monitoring:</b> CTLS reports, CFA trends, CCC reflection notes

<b>GOAL #5</b> <b>School Selected</b>	By the end of the 2025–2026 school year, all 1st through 5th-grade teams will collaboratively create, administer, and analyze one standards-aligned common formative assessment per quarter on the CTLS platform. Kindergarten teams will begin this process in quarters 3 and 4.
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Action Step(s)	Start Date	<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>
Teachers will collaboratively develop one standards-aligned common formative assessment in CTLS each quarter (starting with Q3 for Kindergarten).	August 1, 2025 (January 6, 2026, for Kindergarten ).	<b>Performance Target: Quarterly</b>
		<b>Implementation (include person responsible):</b> Grade-level teams will meet during CCCs to develop CFAs and enter them into CTLS for administration.
		<b>Artifacts:</b> CTLS CFA calendar, CCC notes, sample assessments.
		<b>Progress Monitoring:</b> CFA data in CTLS and CCC data reviews.
Teachers will analyze CFA results in CCCs and use data to adjust instruction and plan small-group interventions.		<b>Performance Target: Quarterly</b>

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	<b>Implementation</b> <i>(include person responsible):</i> After each CFA, CCC teams will review performance data to identify trends, instructional needs, and next steps.
	<b>Artifacts:</b> CFA results, data protocols, adjusted plans
	<b>Progress Monitoring:</b> Student performance growth, CCC reflection logs, CFA mastery reports

**Final Notes**
**Principal Signature**

*Michelle Gillham*

**Assistant Superintendent**