COBB COUNTY SCHOOL DISTRICT

Cobb County School District SSP Elementary Schools

School Name: Murdock ES	**Date:** 7.31.26

GOAL #1 Literacy (K-2)	**The percent of K-2 students scoring "Prepared" will increase from 67 – 70% as measured by the 26-27 Beacon assessment.**

<table>
<tr><th>Action Step</th><th>Start Date:
August 3, 2026</th><th colspan="2">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?</th></tr>
<tr><td rowspan="4">K-2 teachers will implement explicit text construction lessons through Wonders using modeled, shared, and independent writing opportunities during literacy instruction.</td><td colspan="3">Performance Target: 100% of K-2 teachers will implement explicit text construction lessons using modeled, shared, and independent opportunities.</td></tr>
<tr><td colspan="2">Implementation:
Pre-Planning
• Review district expectations for literacy instruction, text construction, and writing aligned to grade-level standards. (Admin)
• CCC teams create Q1 pacing and assessment plans aligned to priority standards. (team leads)
Yearlong
• Instructional walks focused on modeled, shared, and independent writing practices during literacy instruction. (admin + teachers)
• Micro PL sessions from teacher leaders at staff meetings. (teacher leaders)
Q1
• Professional learning on Wonders text construction routines and writing conferencing practices. (district)
• ½ day collaborative planning to develop Q2 assessment plan. (team leads)
• CCC teams analyze student writing samples and Beacon data to identify strengths and areas for support. (team leads + admin)</td><td>Q2
• Collaborative planning to develop Q3 assessment plan. (team leads)
• Conduct collaborative scoring sessions using grade-level rubrics to ensure consistency in writing expectations. (team + content leads)
Q3
• Collaborative planning to develop Q4 assessment plan. (team leads)
• CCC teams analyze midyear growth trends and identify students needing additional support or enrichment
• Conduct collaborative scoring sessions using grade-level rubrics to ensure consistency in writing expectations. (team + content leads)
Q4
• Review end-of-year student performance data and implementation outcomes to determine successes, challenges, and priorities for 2027-2028 planning. (admin)</td></tr>
<tr><td colspan="3">Artifacts: Schoolwide literacy schedule, CCC meeting minutes, Collaborative planning agendas, Grade-level pacing and assessment plans, Student writing samples, Common scoring rubrics, Collaborative scoring documentation, Classroom walkthrough data</td></tr>
<tr><td colspan="3">Progress Monitoring: Administration will review writing samples, walkthrough data, CCC documentation, and common assessment results to determine implementation fidelity and student growth. These artifacts and evidence will be discussed during Guiding Coalition, CCC, and leadership meetings to identify strengths, challenges, and needed instructional adjustments</td></tr>
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GOAL #2 Literacy (3-5)	**The percent of 3-5 students scoring "Prepared" will increase from 41 – 45% as measure by the 26-27 Beacon assessment.**

<table>
<tr><th>Action Step</th><th>Start Date:
August 3. 2026</th><th colspan="2">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?</th></tr>
<tr><td rowspan="4">Grades 3-5 teachers will implement text construction lessons that require students to plan, draft, revise, and discuss writing aligned to grade-level expectations.</td><td colspan="3">Performance Target: 100% of 3-5 Teachers will implement text construction lessons that require students to plan, draft, revise, and discuss writing aligned to grade-level expectations.</td></tr>
<tr><td colspan="2">Implementation
Pre-Planning
• Review district expectations for literacy instruction, text construction, and writing aligned to grade-level standards. (Admin)
• CCC teams create Q1 pacing and assessment plans aligned to priority standards. (team leads)
Yearlong
• Instructional walks focused on modeled, shared, and independent writing practices during literacy instruction. (admin + teachers)
• Micro PL sessions from teacher leaders at staff meetings. (teacher leaders)
Q1
• Professional learning on Wonders text construction routines and writing conferencing practices. (district)
• ½ day collaborative planning to develop Q2 assessment plan. (team leads)
• CCC teams analyze student writing samples and calibration results. (content + team leads)</td><td>Q2
• Collaborative planning to develop Q3 assessment plan. (team leads)
• Teachers participate in collaborative scoring sessions to strengthen consistency in feedback and expectations. (team + content leads)
Q3
• Collaborative planning to develop Q4 assessment plan. (team leads)
• CCC teams analyze mid-year growth trends and adjust instructional supports based on student writing data. (admin + team leads)
Q4
• Review end-of-year student performance data and implementation outcomes to determine successes, challenges, and priorities for 2027-2028 planning. (admin)</td></tr>
<tr><td colspan="3">Artifacts: Schoolwide literacy schedule, CCC meeting minutes, Collaborative planning agendas, Grade-level pacing and assessment plans, Student writing samples, Common scoring rubrics, Collaborative scoring documentation, Classroom walkthrough data</td></tr>
<tr><td colspan="3">Progress Monitoring: Administration will review writing samples, walkthrough data, CCC documentation, and common assessment results to determine implementation fidelity and student growth. These artifacts and evidence will be discussed during Guiding Coalition, CCC, and leadership meetings to identify strengths, challenges, and needed instructional adjustments.</td></tr>
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GOAL #3 Math (K-2)	The percent of K-2 student scoring "Prepared" will increase from 74 – 77% as measured by the 26-27 Beacon assessment.

<table>
<tr><th>Action Step</th><th>Start Date:
August 3, 2026</th><th colspan="2">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?</th></tr>
<tr><td rowspan="4">K-2 teachers will implement consistent Problems and Algebraic Reasoning tasks that require students to identify patterns and relationships, represent thinking using multiple strategies, and justify solutions through mathematical discourse.</td><td colspan="3">Performance Target: 100% of K-2 teachers will implement consistent Problems and Algebraic Reasoning tasks that require students to identify patterns and relationships, represent thinking using multiple strategies, and justify solutions through mathematical discourse.</td></tr>
<tr><td colspan="2">Implementation:
Pre-Planning
• Review district expectations for mathematics instruction with an emphasis on Problems and Algebraic Reasoning (PAR) (team leads)
• CCC teams create Q1 pacing and assessment plans aligned to priority standards. (team leads)
Yearlong
• Instructional walks focused on modeled, shared, and independent writing practices during literacy instruction. (admin + teachers)
• Micro PL sessions from teacher leaders at staff meetings. (teacher leaders)
Q1
• Professional learning focused on mathematical discourse, multiple representations, and problem-solving strategies. (content leads)
• ½ day collaborative planning to develop Q2 assessment plan. (team leads)
• CCC teams collaboratively unpack PAR standards, create learning progressions and success criterion (content + team leads)</td><td>Q2
• CCC teams collaboratively unpack PAR standards, create learning progressions and success criterion (content + team leads).
• Collaborative planning to identify instructional adjustments and intervention needs. (team leads)
Q3
• CCC teams collaboratively unpack PAR standards, create learning progressions and success criterion (content + team leads)
• Continued development of rigorous reasoning tasks and opportunities for mathematical discourse.
Q4
• Review end-of-year student performance data and implementation outcomes to determine successes, challenges, and priorities for 2027-2028 planning. (admin)</td></tr>
<tr><td colspan="3">Artifacts: CCC meeting minutes, Grade-level assessment plans, Student work samples, Mathematical discourse observation data, Collaborative planning agendas, Walkthrough forms, Common assessment results</td></tr>
<tr><td colspan="3">Progress Monitoring: Administration and teacher teams will monitor implementation through classroom walkthroughs, student work analysis, and common assessment data. Progress will be reviewed regularly during CCC meetings and school leadership discussions to ensure consistent implementation and improvement in student reasoning and problem-solving skills.</td></tr>
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GOAL #4 Math (3-5)	The percent of 3-5 students scoring "Distinguished" will increase from 45-48% as measured by the 26-27 Georgia Milestones Assessment.

<table>
<tr><th>Action Step(s)</th><th>Start Date:
August 3, 2026</th><th colspan="2">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?</th></tr>
<tr><td rowspan="4">Gifted teachers will implement a collaborative enrichment model with grades 3-5 teachers by previewing priority standards and facilitating extension tasks that promote advanced reasoning, problem-solving, and application of concepts for identified and high-potential students on a weekly basis.

Grades 3-5 teachers will implement weekly Number and Operations enrichment opportunities that extend grade-level learning through rigorous tasks requiring students to apply, analyze, and justify mathematical thinking.</td><td colspan="3">Performance Targets: 100% of Gifted teachers will implement a collaborative enrichment model with grades 3-5 teachers by previewing priority standards and facilitating extension tasks that promote advanced reasoning, problem-solving, and application of concepts for identified and high-potential students on a weekly basis.
100% of Grades 3-5 teachers will implement weekly Number and Operations enrichment opportunities that extend grade-level learning through rigorous tasks requiring students to apply, analyze, and justify mathematical thinking.</td></tr>
<tr><td colspan="2">Implementation:
Pre-Planning
• Grade levels develop enrichment schedules and common expectations for advanced learners. (admin + leads)
• CCC teams create Q1 pacing and assessment plans aligned to priority standards. (team leads)
Yearlong
• Instructional walks focused on modeled, shared, and independent writing practices during literacy instruction. (admin + teachers)
• Micro PL sessions from teacher leaders at staff meetings. (teacher leaders)
Q1
• ½ day collaborative planning to develop Q2 assessment plan. (team leads)
• Gifted and grade-level teachers collaborate to identify priority Number and Operations standards and enrichment opportunities. (team leads)
• Gifted teachers begin weekly collaborative planning + instruction with grade-level teams. (teachers)</td><td>Q2
• CCC teams review student work and assessment data to identify student growth and extension needs. (team leads)
• Gifted and grade levels teachers refine enrichment opportunities based on student performance. (teachers)
Q3
• CCC teams analyze mid-year growth trends and adjust instructional supports based on student writing data. (admin + team leads)
• Gifted and grade levels teachers refine enrichment opportunities based on student performance and updated schedules. (teachers)
Q4
• Review end-of-year student performance data and implementation outcomes to determine successes, challenges, and priorities for 2027-2028 planning. (admin)</td></tr>
<tr><td colspan="3">Artifacts: Collaborative planning agendas, CCC meeting minutes, Enrichment lesson plans, Student work samples, Gifted, teacher schedules, Walkthrough forms, Common assessment data, Extension task resources</td></tr>
<tr><td colspan="3">Progress Monitoring: Administration, gifted teachers, and grade-level teams will review implementation through walkthroughs, lesson-plan reviews, enrichment artifacts, and student performance data. Progress will be monitored during CCC and leadership meetings to evaluate the impact of enrichment opportunities on advanced reasoning and achievement outcomes</td></tr>
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Final Notes
Principal Signature
Assistant Superintendent