

School Name: Mountain View Elementary School
Date: June 15, 2025

GOAL #1 Literacy (K-2)	By the end of the 2025-2026 school year, Mountain View Elementary School will decrease the number of Grade 2 students scoring below or well below benchmark in oral reading fluency as measured by Acadience from 60 students to 54 students.
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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 2025	Performance Target: Decrease the number of Grade 2 students scoring below or well below benchmark in oral reading fluency from 60 to 54 students.
		Implementation (<i>include person responsible</i>): Administration will walk second-grade classrooms and compile implementation data using the districtwide ELA walkthrough form. Second-grade teachers are responsible for planning, collaborating, and adjusting plans that utilize the Tier 1 instructional resources to meet the students' needs.
		Artifacts: Classroom walkthrough data collected with the districtwide ELA walkthrough form
		Progress Monitoring: Ongoing data collection using the progress monitoring portion of the Acadience program, analyzed during CCC meetings. Additionally, administration will review walkthrough data during scheduled administrative team meetings and provide feedback to teachers based upon this data.

Grade 2 teachers will utilize the progress monitoring portion of the Acadience program to collect ongoing data, which they will analyze during CCC meetings as documented in meeting minutes.	August 2025	Performance Target: Decrease the number of Grade 2 students scoring below or well below benchmark in oral reading fluency from 60 to 54 students
		Implementation (<i>include person responsible</i>): Grade 2 teachers will collect progress monitoring data on the identified 60 students bi-weekly. The teachers will use the CCSD Tiered Support and Intervention Guidance document 's problem solving method to determine the most effective intervention for these students.
		Artifacts: CCC meeting minutes with documented data analysis of Acadience progress monitoring data (Question 3).
		Progress Monitoring: Quarterly review of CCC meeting minutes and benchmark Acadience data.

GOAL #2 Literacy (3-5)	By the end of the 2025-2026 school year, Mountain View Elementary School will increase the percentage of Grade 4 students meeting or exceeding the target in the Reading and Vocabulary domain by 5%.
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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?
Mountain View administration will collaborate with Grade 4 teachers to identify "bubble" students using the 2025 EOY ELA Milestones Data and enroll them in the iReady reading intervention program,	August 2025	Performance Target: Increase the percentage of Grade 4 students meeting or exceeding the target in the Reading and Vocabulary domain by 5%. (Explicitly Related Standard: (4.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.)

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<p>including administering the diagnostic testing per the intervention requirements.</p>		<p>Implementation (<i>include person responsible</i>): During pre-planning, administration and fourth grade teachers will identify the students in need of the vocabulary intervention. The Assistant Principal will ensure that students are enrolled in the intervention and the diagnostic tests are administered. The fourth-grade team lead will designate specific CCC meetings to analyze the ongoing progress monitoring data.</p> <p>Artifacts: Diagnostic testing results from the iReady program.</p> <p>Progress Monitoring: The three diagnostic administrations of the iReady assessment will allow both Grade 4 teachers and administration to monitor the growth of the identified students in this domain.</p>
<p>Grade 4 Teachers will schedule regular iReady sessions per district requirements, regularly monitor the progress of students, and adjust interventions based on data and student performance.</p>	<p>August 2025</p>	<p>Performance Target: Increase the percentage of Grade 4 students meeting or exceeding the target in the Reading and Vocabulary domain by 5%.</p> <p>Implementation (<i>include person responsible</i>): Given that Grade 4 is departmentalized at Mountain View, the ELA teachers will explicitly plan for iReady intervention during the small group instruction portion of the 120-minute literacy block. Students will access the intervention both on the computer as well as through direct teacher instruction in small groups.</p> <p>Artifacts: Lesson plans and classroom walkthrough data collected using a Forms link specific to this action item.</p> <p>Progress Monitoring: Administration will review walkthrough data during scheduled administrative team meetings and provide feedback to teachers based upon this data.</p>

GOAL #3 Math (K-2)	By the end of the 2025-2026 school year, the percentage of students demonstrating proficiency (scoring in the proficient or advanced performance bands) in Grades K-2 will increase from 85% to 88% using the 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 in kindergarten, first, and second grades will implement daily consistent use of CCSD provided math manipulatives during math instruction to build conceptual understanding as measured by classroom walk throughs.		Performance Target: 100% of kindergarten, first, and second grade teachers will use math manipulatives during the math block to build conceptual understanding
		Implementation (include person responsible): The assistant principals will ensure that all kindergarten, first, and second grade teachers have access to a sufficient variety of CCSD math manipulatives to effectively integrate them into their math blocks. Additionally, the assistant principals will utilize the CCSD Math Department “MMM” documents for explicit guidance on the most effective manipulatives for each priority standard.
		Artifacts: Lesson plans and CCC minutes reflecting discussions of implementation of manipulatives in instruction, including how the manipulatives will be used and the specific manipulatives that align with each standard
		Progress Monitoring: Data gathered from classroom walkthroughs and observations based on the CCSD math instruction look-for checklist
Teachers in Kindergarten, first, and second grades will monitor students' progress using a quarterly assessment plan (that includes common formative assessments) and analyze the data during weekly CCC meetings as measured by meeting minutes and CCC observation.		Performance Target: K-2 grade teams will create 1 common formative assessment in math for Quarters 1 & 2, and 2 common formative assessments in math for Quarters 3 & 4.
		Implementation (include person responsible): The primary (grades K-2) assistant principal will monitor the creation of the assessment plans, common formative assessments and evaluate these assessments for the criteria established by the district for effective assessment.

		Artifacts: CTLS Common Formative Assessments, Assessment Plan
		Progress Monitoring: Incite Analytics data

GOAL #4 Math (3-5)	By the end of the 2025-2026 school year, Mountain View Elementary School will increase the percentage of Grade 4 students meeting or exceeding the target in the Geometric & Spatial Reasoning: Area and Perimeter domain by 5%.
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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?
Grade 4 teachers will implement geometric/spatial reasoning instruction according to the CCSD framework that includes manipulatives as measured by classroom walkthrough data.		Performance Target: Increase the percentage of Grade 4 students meeting or exceeding the target in the Geometric & Spatial Reasoning: Area and Perimeter domain by 5%.
		Implementation (include person responsible): Grade 4 teachers will implement geometric/spatial reasoning instruction according to the CCSD framework. Teachers will watch the Unit 6 video provided by CCSD prior to teaching these standards to ensure understanding of explicit evidence-based instruction. They will also use the GA DOE Unit 6 Learning Plans to ensure standards-based instruction with DOK level 3 and 4 tasks.

Grade 4 teachers will create CFA explicitly tied to the geometric/spatial reasoning domains and analyze ongoing data during weekly CCC meetings as measured by meeting minutes.		Artifacts: Lesson plans and classroom walkthrough data collected using a Forms link specific to this action item.
		Progress Monitoring: Data gathered from classroom walkthroughs and observations based on the CCSD math instruction look-for checklist.
		Performance Target: 3 rd , 4 th , and 5 th grade teams will administer and analyze 1 common formative assessment in math for Quarters 1 & 2, and 2 common formative assessments in math for Quarters 3 & 4. The CFA will include the standard and the learning targets aligned with each question listed explicitly on the assessment.
		Implementation (include person responsible): An appointed data analyst on each 3 rd , 4 th , and 5 th grade team will pull the data, which will be analyzed during grade level CCC meetings.
		Artifacts: The intermediate (grades 3-5) assistant principal will monitor the creation of the common formative assessments and evaluate these assessments for the criteria established by the district for effective assessment.
		Progress Monitoring: Incite Analytics Data

GOAL #5 School Selected	By the end of the 2025-2026 school year, Mountain View Elementary School will decrease the number of students with three or more referrals by 10%.
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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?
The school administration and fourth grade teachers will reduce the number of students with a policy violation from a baseline of 36 to 30 through the implementation of the LiveSchool positive behavior program.		<p>Performance Target: 30 or fewer fourth grade students will violate a school policy during the 2025-2026 school year.</p> <p>Implementation (include person responsible): The Mountain View Elementary School Staff will continue the implementation of the LiveSchool positive behavior program. This work is lead by a LiveSchool Key Team, with representation from all grade levels. Teachers will be provided ongoing professional learning related to positive behavior supports and are expected to fully implement this program in their classroom.</p> <p>Additionally, a consistent schoolwide behavior acronym has been developed by the Key Team and will be used to explicitly teach expectations to students.</p> <p>Artifacts: Monthly discipline summative reports generated by policy and planning for Mountain View Elementary School. (See 24-25 EOY Discipline Summation Report); LiveSchool Data Reports</p> <p>Progress Monitoring: Bi-weekly analysis of LiveSchool data during CCC meetings and Administration Team Meetings</p>
The school administration and second grade teachers will reduce the number of students with a policy violation from a baseline of 31 to 27 through the implementation of the LiveSchool positive behavior program.		<p>Performance Target: 27 or fewer first grade students will violate a school policy during the 2025-2026 school year.</p> <p>Implementation (include person responsible): The Mountain View Elementary School Staff will continue the implementation of the LiveSchool positive behavior program. This work is lead by a LiveSchool Key Team, with representation from all grade levels. Teachers will be provided ongoing professional learning related to positive behavior supports and are expected to fully implement this program in their classroom.</p> <p>Additionally, a consistent schoolwide behavior acronym has been developed by the Key Team and will be used to explicitly teach expectations to students.</p>

		Artifacts: Monthly discipline summative reports generated by policy and planning for Mountain View Elementary School. (See 24-25 EOY Discipline Summation Report); LiveSchool Data Reports
		Progress Monitoring: Bi-weekly analysis of LiveSchool data during CCC meetings and Administration Team Meetings

Final Notes**Principal Signature****Assistant Superintendent**