

School Name:
East Side Elementary
Date:
June 23, 2026

GOAL #1 Literacy (K-2)	During the 2026-2027 school year, we will increase our 1st-2nd grade ELA Achievement Scores from 74% score Prepared on the End of Year Beacon Assessment (spring 2026) to 77% scoring Prepared on the End of Year Beacon Assessment (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, 1 st , 2 nd grade teachers will implement the Wonders writing rubrics to measure student performance and set goals for student growth.	8/17/26	Performance Target: 100% of K, 1 st , 2 nd grade teachers will implement the Wonders writing rubrics to measure student performance and growth. Implementation (include person responsible): Administration will meet with grade level teams to review the Wonders writing rubrics. On October 28 th a Wonders trainer will meet with each grade level at the school to review and examine the Wonders writing rubrics and best practices as it relates to writing instruction using Wonders. Grade level teams will follow the county instructional frameworks to determine dates when writing will be assessed using the Wonders writing units. Grade level teams will work collaboratively to score student writing to ensure the Wonders writing rubrics are being implemented consistently. Administration and Instructional Support Personnel will informally walk classrooms during the Writing block and during teacher collaboration time to observe the Wonders writing rubrics implementation.

		Artifacts: CCC meeting minutes Grade level collaborative planning Reading Instructional Support Personnel training presentations Daily Schedules Classroom walkthroughs and observations Districtwide ELA walkthrough form
		Progress Monitoring: The school administrative and instructional support team will review writing rubrics and scored pieces of writing in Kindergarten, 1 st , 2 nd grade classrooms to ensure proper implementation of the Wonders writing rubrics.
K, 1 st , 2 nd grade teachers will implement the Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form, focusing on the Success Markers for Year 2.	8/17/26	Performance Target: 100% of K, 1 st , 2 nd grade teachers will implement the Tier 1 ELA resources daily in the 120-minute literacy block and meet the Success Markers for year 2.
		Implementation (include person responsible): Master Schedules will be created by the Assistant Principal showing times dedicated to the 120-minute Literacy Block. Administration will meet with K, 1 st , 2 nd grade teachers to collaboratively plan the 120-minute Literacy Block, ensuring all components are in place. K, 1 st , 2 nd grade teachers will submit daily schedules to administration to ensure implementation of the 120-minute Literacy Block and all components are in place. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the 120-minute Literacy Block, assess Success markers for year 2, and to identify areas of support, training, and professional development.
		Artifacts: CCC meeting minutes Grade level collaborative planning Reading Instructional Support Personnel training presentations Daily Schedules Classroom walkthroughs and observations Districtwide ELA walkthrough form

	Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders curriculum and UFLI curriculum as it relates to Success Markers for year 2.
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GOAL #2 Literacy (3-5)	During the 2026-2027 school year, we will increase our 3rd-5th grade ELA Achievement Scores from 45% score Prepared on the End of Year Beacon Assessment (spring 2026) to 50% scoring Prepared on the End of Year Beacon Assessment (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?
3 rd , 4 th , 5 th grade teachers will implement the Wonders writing rubrics to measure student performance and set goals for student growth.	8/17/26	Performance Target: 100% of 3 rd , 4 th , 5 th grade teachers will implement the Wonders writing rubrics to measure student performance and growth. Implementation (include person responsible): Administration will meet with grade level teams to review the Wonders writing rubrics. On October 28 th a Wonders trainer will meet with each grade level at the school to review and examine the Wonders writing rubrics and best practices as it relates to writing instruction using Wonders. Grade level teams will follow the county instructional frameworks to determine dates when writing will be assessed using the Wonders writing units. Grade level teams will work collaboratively to score student writing to ensure the Wonders writing rubrics are being implemented consistently. Administration and Instructional Support Personnel will informally walk classrooms during the Writing block and during teacher collaboration time to observe the Wonders writing rubrics implementation. Artifacts: CCC meeting minutes Grade level collaborative planning Reading Instructional Support Personnel training presentations

		Daily Schedules Classroom walkthroughs and observations Districtwide ELA walkthrough form
		Progress Monitoring: The school administrative and instructional support team will review writing rubrics and scored pieces of writing in 3 rd , 4 th , 5 th grade classrooms to ensure proper implementation of the Wonders writing rubrics.
3 rd , 4 th , 5 th grade teachers will implement the Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form, focusing on the Success Markers for Year 2.	8/17/26	Performance Target: 100% of 3 rd , 4 th , 5 th grade teachers will implement the Tier 1 ELA resources daily in the 120-minute literacy block and meet the Success Markers for year 2.
		Implementation (include person responsible): Master Schedules will be created by the Assistant Principal showing times dedicated to the 120-minute Literacy Block. Administration will meet with 3 rd , 4 th , 5 th grade teachers to collaboratively plan the 120-minute Literacy Block, ensuring all components are in place. 3 rd , 4 th , 5 th grade teachers will submit daily schedules to administration to ensure implementation of the 120-minute Literacy Block and all components are in place. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the 120-minute Literacy Block, assess Success markers for year 2, and to identify areas of support, training, and professional development.
		Artifacts: CCC meeting minutes Grade level collaborative planning Reading Instructional Support Personnel training presentations Daily Schedules Classroom walkthroughs and observations Districtwide ELA walkthrough form
		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block and usage of Wonders curriculum as it relates to Success Markers for year 2.

GOAL #3 Math (K-2)	During the 2026-2027 school year, we will increase our K-2nd grade MATH Achievement Scores from 53% scoring as Prepared on the End of Year Beacon Assessment (spring 2026) to 56% scoring as Prepared on the End of Year Beacon Assessment (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?
1 st and 2 nd grade teachers will implement i-Ready to use as an intervention tool for students who have qualified for EIP math services, weekly, as indicated by I-Ready assessment and data.	8/17/26	Performance Target: 100% of K, 1 st , 2 nd grade teachers will implement I-Ready as an intervention tool for identified students.
		Implementation (include person responsible): K, 1 st , 2 nd grade teachers will receive a training on I-Ready intervention provided by the administrative team. K, 1 st , 2 nd grade teachers will implement I-Ready as an intervention tool for identified students.
		Artifacts: CCC meeting minutes Grade level data sheets Administration training presentations
		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention. The school administrative and instructional support team will review I-Ready data dashboard at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention and program.
K, 1 st , 2 nd grade level CCC teams will collaboratively develop and implement quarterly Math Assessment Plans following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.	8/17/26	Performance Target: 100% of K, 1 st , 2 nd grade CCC teams will implement common math unit and assessment plans daily in their classrooms.
		Implementation (include person responsible): K, 1 st , 2 nd grade teachers will be provided three days of collaboration time by the administrative team for collaborative planning to develop math unit plans and common assessments. 1 st and 2 nd grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans.

	Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the collaboratively created math unit and assessment plans. Artifacts: CCC meeting minutes Common Math Unit Plans Math Common assessments Instructional Support Specialist training presentations Daily schedules Lesson plans Classroom walkthroughs and observations Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments.
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GOAL #4 Math (3-5)	During the 2026-2027 school year, we will increase our 3rd, 4th, 5th grade Math Achievement Scores from 84.8% of students scoring a level 3/4 on 2026 Spring EOG Milestones to 88% of students scoring Level 3/4 on 2027 Spring Milestones.
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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?
3 rd , 4 th , 5 th grade teachers will implement i-Ready to use as an intervention tool for students who have qualified for EIP math services, weekly, as indicated by I-Ready assessment and data.	8/17/26	Performance Target: 100% of 3rd, 4th, 5th grade teachers will implement I-Ready as an intervention tool for identified students. Implementation (include person responsible): 3rd, 4th, 5th grade teachers will receive a training on I-Ready intervention provided by the administrative team. 3rd, 4th, 5th grade teachers will implement I-Ready as an intervention tool for identified students.

		Artifacts: CCC meeting minutes Grade level data sheets Administration training presentations
		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention. The school administrative and instructional support team will review I-Ready data dashboard at the end of the first and second grading periods to evaluate and monitor the use of the I-Ready intervention and program.
3 rd , 4 th , 5 th grade level CCC teams will collaboratively develop and implement quarterly Math Assessment Plans following the county provided expectations and guidelines, as measured by the Assessment Plans submitted.	8/17/26	Performance Target: 100% of 3 rd , 4 th , 5 th grade CCC teams will implement common math unit and assessment plans daily in their classrooms.
		Implementation (include person responsible): 3 rd , 4 th , 5 th grade teachers will be provided three days of collaboration time by the administrative team for collaborative planning to develop math unit plans and common assessments. 3 rd , 4 th , 5 th grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans. Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the collaboratively created math unit and assessment plans.
		Artifacts: CCC meeting minutes Common Math Unit Plans Math Common assessments Instructional Support Specialist training presentations Daily schedules Lesson plans Classroom walkthroughs and observations
		Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math unit plans and common assessments.

GOAL #5 School Selected	During the 2026-2027 school year, we will increase participation of formalized student goal setting in grades 3rd, 4th, 5th from 0% of homerooms implementing student goal setting in the 2025-2026 school year to 100% of homerooms implementing student goal setting in the 2026-2027 school year, as measured by student goal setting logs and teacher conferencing documentation.
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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?
After each Beacon administration window (fall, winter, spring), teachers will individually conference with students reviewing individual scores and guiding the students in setting a goal for the next Beacon administration, as measured by individual goal setting reflection sheets.	8/17/26	Performance Target: 100% of 3rd, 4th, 5th grade homeroom teachers will individually conference with each student after each Beacon administration to review student scores and guide the student in setting a goal for the next administration. Implementation (include person responsible): Administration will hold professional learning sharing Hattie’s research on self- reported grading. Administration will share a prediction, reflection and goal setting sheet with each teacher for utilization during student conferences. Administration will walk classrooms informally to observe and measure student conferencing and goal setting. Artifacts: Student goal setting, reflection forms. Teacher conferencing notes Walkthrough data CCC meeting minutes Lesson plans Progress Monitoring: The school administrative team will meet with grade level teams to reflect on the goal setting process and review goal setting sheets, outcomes, and next steps.
We will hold Professional Learning sessions with all staff on Digital learning days 8/17, 10/12, and 3/1 centered on student goal	8/17/26	Performance Target: 100% of staff will attend the Professional learning sessions focused on Hattie’s research of self- reported grading and student goal setting.

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setting and Hattie's research of self-reported grading.

Implementation *(include person responsible):*

Administration will plan the professional learning.

Administration will meet with individual grade levels as a follow up to reflect on the practice and plan for improvement.

Artifacts:

Training presentations

Student goal setting forms

CCC meeting minutes

Progress Monitoring: Sign in sheets and documentation from walkthroughs will measure implementation of student goal setting as outlined in the SSP goal.

Final Notes
Principal Signature

Assistant Superintendent