

<b>School Name: Varner Elementary School</b>
<b>Date: June 12, 2025</b>

<b>GOAL #1</b> <b>Literacy (K-2)</b>	The percentage of students scoring an Arm score of on or above grade level (green) in grades Kindergarten to 2 <sup>nd</sup> grade will increase from 43% (131 students) to 48% (146 students) as measured by the 2025 - 2026 spring Amira screening results.
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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- 2 Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walk through form.	8/4/25	<b>Performance Target:</b> Increase phonemic skills in grades K-2 for reading and writing readiness.
		<b>Implementation (include person responsible):</b> K – 2 grade teachers will implement phonemic awareness strategies in small, guided groups twice a week as evidence by performance on common assessments. All Kindergarten through second grade classroom teachers and EIP support staff will be responsible for the implementation of implementing ELA resources.
		<b>Artifacts:</b> Student work samples and walkthroughs will be implemented to monitor implementation.
		<b>Progress Monitoring:</b> Common assessments and AMIRA screening (3x a year) will be used to monitor implementation. Data will be discussed during CCC grade level meetings.

K – 2 grade teachers will implement grade level graphic organizers to organize ideas for responding to literature biweekly as measured by common grade level rubric.	8/4/25	<b>Performance Target:</b> Increase students’ ability to responding to literature to show comprehension of text and writing about it.
		<b>Implementation (include person responsible):</b> Kindergarten through second grade teachers will model how to use graphic organizers to show comprehension of a text. Students will be given opportunities to use graphic organizers during independent work. Graphic organizers will be designed to increase rigor as the school year progresses.
		<b>Artifacts:</b> Student work samples and walkthroughs will be implemented to monitor implementation.
		<b>Progress Monitoring:</b> Common assessments and AMIRA screening (3x a year) will be used to monitor implementation. Data will be discussed during CCC grade level meetings.

<b>GOAL #2</b> <b>Literacy (3-5)</b>	The percentage of students scoring on or above grade level on the ELA GA Milestones EOG assessment in grades 3- 5 will increase from 36% (133 students out of 370) to 41% (152 students) as measured by the 2025 - 2026 spring 2026 GA Milestones EOG results.
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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>
Grades 3 -5 Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walk through form.	8/4/25	<b>Performance Target:</b> Increase students’ ability to accurately answer DOK 2 and 3 questions at the conclusion of the instruction of standard as measured by student’s assessment results.

		<p><b>Implementation</b> (<i>include person responsible</i>):          Grades 3 – 5 teachers will create common formative assessments that include DOK 2 and 3 questions for use at the conclusion of the instruction of standard as measured by student’s assessment results.</p> <p><b>Artifacts:</b>          Review and revision of the common assessments and rubrics to be used, during CCC and grade level team meetings.</p> <p><b>Progress Monitoring:</b>          During CCC meetings, grade level teachers will review assessment data and student’s responses to DOK 2 and DOK 3 questions to monitor progress.</p>
Grades 3 -5 teachers will implement grade level graphic organizers to organize ideas for responding to literature across genres, biweekly, as measured by common grade level rubric.	8/4/25	<p><b>Performance Target:</b>          Increase students’ ability to responding to literature to show comprehension of text and organize thoughts to compare texts read.</p> <p><b>Implementation</b> (<i>include person responsible</i>):          Third through fifth grade teachers will model how to use graphic organizers to show comprehension of a text and how to use various texts to write across genres. Students will be given opportunities to use graphic organizers during independent work and small group instruction.</p> <p><b>Artifacts:</b>          Students work samples and walkthroughs will be implemented to monitor implementation.</p> <p><b>Progress Monitoring:</b>          Common assessments and GA Milestones Spring 2026 results will be used to monitor implementation. Data will be discussed during CCC grade level meetings.</p>
<b>GOAL #3</b> <b>Math (K-2)</b>	The percentage of students scoring prepared on the Math Beacon assessment in grades Kindergarten - 2 grade will increase from 25% (75 students) to 30% (89 students) as measured by the 2025 - 2026 spring Beacon results.	

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?
Grades K-2 teachers will use (grade level appropriate) graphic organizers to model how to correctly solve and explain higher order math problems as evidenced of student work weekly.	8/4/25	<b>Performance Target:</b> Teach students how to organize information given in DOK 2 and DOK 3 math questions and to aid in them in finding a logical solution to the problem.
		<b>Implementation (include person responsible):</b> Kindergarten through second grade teachers will model how to use graphic organizers to show information given in mathematical questions. Students will be given opportunities to use graphic organizers during independent work.
		<b>Artifacts:</b> Student work samples and walkthroughs will be implemented to monitor implementation.
		<b>Progress Monitoring:</b> Data based on grade level rubrics and revisions (if needed) will be used to progress monitor.
Grades K -2 teachers will use concrete manipulatives and visual representations daily to build basic number sense as evidence by data derived from common assessments.	8/4/25	<b>Performance Target:</b> Increase student's basic number sense and build fact fluency.
		<b>Implementation (include person responsible):</b> Teachers will plan to include manipulatives and visuals during whole group, small group, and in centers to allow students to manipulate items to show understanding of numbers and how they relate to one another when doing basic operations.
		<b>Artifacts:</b> Observations and walkthroughs during math block to look for use of manipulatives and visuals. Review of activities written weekly lesson plans.

		<b>Progress Monitoring:</b> Common assessments will be used to monitor progress, and data will be discussed during CCC grade level meetings.
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<b>GOAL #4</b> <b>Math (3-5)</b>	The percentage of students scoring on or above grade level on the Math GA Milestones EOG assessment in grades 3- 5 will increase from 44% (161 students out of 370) to 49% (182 students) as measured by the 2025 - 2026 spring 2026 Math GA Milestones EOG results.
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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>
Grades 3- 5 teachers will use (grade level appropriate) graphic organizers to model how to correctly solve and explain higher order math problems, daily, as evidenced of student work samples and rubrics.	8/4/2025	<b>Performance Target:</b> Assist students in how to organize information given in DOK 2 and DOK 3 math questions and to aid in them in finding a logical solution to the problem and show their work.
		<b>Implementation (include person responsible):</b> Grade 3-5 teachers will provide graphic organizers daily as part of math instruction as both a model and aid to help organize and explain solutions to higher order math problems.
		<b>Artifacts:</b> Lesson plans and review of graphic organizers will show implementation.
		<b>Progress Monitoring:</b> Data from common assessments, classroom observations, and GA spring Milestones administration will show progress towards goal.
Grades 3-5 teachers will implement real-world problems during math instruction daily	8/4/25	<b>Performance Target:</b> Increase students' exposure and practice with solving real world word problems for mastery.

that enhance higher order thinking skills as evidenced by walkthrough data.	<b>Implementation</b> <i>(include person responsible):</i> All third through fifth grade teachers will implement a word problem of the day daily into math instruction to continuously work on solving real world word problems.
	<b>Artifacts:</b> Review of lesson plans and class walk throughs will show implementation of action plan.
	<b>Progress Monitoring:</b> Data from common assessments, classroom walkthroughs, and rubrics will show progress towards goal.

<b>GOAL #5</b> <b>School Selected</b>	<p>By the end of the 25-26 school year, all teachers will integrate STEM into daily instruction and work towards STEM recertification as measured by walk throughs and gaining Cobb County Schools District (CCSD) STEM recertification in spring 2026.</p>
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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?
All teachers will create weekly lesson plans that integrate STEM instruction through collaboration with grade level teachers and specialists that will be placed in the Teams folder.	8/4/25	<b>Performance Target:</b> Increase STEM instruction in the classroom and in specialist classroom to make STEM part of the culture.
		<b>Implementation</b> <i>(include person responsible):</i> All teachers will receive PL and guidance from IMPACT team members and specialist to implement STEM into daily instruction. School will work closely with the CCSD STEM department to put provide professional leaning that will help with Inserting STEM into everyday instruction.

		<p><b>Artifacts:</b> Walk throughs and review of 9 square unit plans as evidence of implementation.</p> <p><b>Progress Monitoring:</b> Meeting minutes will be taken during grade level meeting and reviewed to measure implementation of action step.</p>
<p>Impact Teams will meet monthly as a support systems for STEM initiatives to ensure they are supporting the school-wide goal. Each impact team will consist of one teacher from each grade level, SPED teacher, specialist, and a support staff member. Monthly minutes will be submitted to administration.</p>	<p>8/4/25</p>	<p><b>Performance Target:</b> Having vertical team meetings to discuss how STEM initiatives are being implemented across grade levels and provide guidance to areas of need.</p> <p><b>Implementation (<i>include person responsible</i>):</b> Impact Team meetings will be held once a month afterschool to allow teachers to discuss implementation of STEM in their specific grade levels and share any artifacts from activities that promote student engagement with peers. Minutes from these meeting will be submitted to admin for review.</p> <p><b>Artifacts:</b> Meeting minutes will be required and will have sections requesting information on implementation of STEM by each grade level, sample of activities used, artifacts for portfolio, any PL needed for implementation, and questions for administration.</p> <p><b>Progress Monitoring:</b> Review of meeting minutes will show progress towards meeting goal and gaining STEM certification form CCSD.</p>

Final Notes
Principal Signature
Assistant Superintendent