

School Name: Varner Elementary School
Date: September 10, 2026
GOAL #1
Literacy (K-2)

The percentage of students scoring an Arm score of on or above grade level (green) in grades Kindergarten to 2nd grade will increase from 68% (199 students) to 73% (211 students) as measured by the 2026 - 2027 spring Amira screening 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?

K-2 teachers will implement the Wonders Tier one resources with fidelity daily to address phonemic awareness skills. Implementation will be monitored through observation and progress monitoring, and impact will be measured through Amira and Wonders assessments.

8/3/26

Performance Target:
 Increase phonemic skills in grades K-2 for reading and writing readiness.

Implementation (include person responsible):
 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 Wonders and UFLI ELA resources.

Artifacts:
 Classroom evaluations (including TKES), lesson plans, and student work samples will be used to monitor.

Progress Monitoring:
 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 UFLI phonics curriculum with fidelity to address students’ accuracy and reading rate biweekly. Implementation will be monitored through observation and student samples, and impact will be measured by UFLI assessments.		Performance Target: Increase students’ ability to read with accuracy and clarity.
		Implementation (include person responsible): Kindergarten through second grade teachers will model how to read fluently using proper speed and accuracy as they read. Students will be given opportunities to practice reading fluently during independent working time and centers. Fluency passages will be designed to increase rigor as the school year progresses.
		Artifacts: Lesson plans and observations during walkthroughs
		Progress Monitoring: UFLI Common assessments and AMIRA screening (3x a year) will be used to monitor implementation. Data will be discussed during CCC grade level meetings.

GOAL #2 Literacy (3-5)	The percentage of students scoring Prepared on the Beacon assessment in grades 3- 5 will increase from 15% (54 students out of 360) to 20% (72 students) as measured by the spring 2027 Beacon 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?
Grades 3-5 teachers will continue to implement the Wonders Tier 1 resources daily to address comprehension concern with DOK 2 and DOK 3 level questions.	8/3/26	Performance Target: Increase student’s ability to accurately answer DOK 2 and 3 questions at the conclusion of the instruction of standard as measured by student’s assessment results.

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Implementation will be monitored through observation and check in data during progress monitoring, and impact will be measured through Beacon and Wonders common assessments.	Implementation <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. Artifacts: Observational notes and tickets out the door and student work samples. Progress Monitoring: During CCC meetings, grade level teachers will review Wonders common assessment data and students’ responses to DOK 2 and DOK 3 questions to monitor progress.
Grades 3 -5 teachers will implement grade level graphic organizers to organize ideas for responding to literature across genres. Implementation will be monitored through review of the graphic organizers and impact will be measured through Beacon and wonders common assessments.	Performance Target: Increase students’ ability to respond to literature by showing comprehension of text and organizing thoughts to compare texts read. Implementation <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. Artifacts: Classroom evaluations (including TKES), student work samples, and common assessment data. Progress Monitoring: Beacon, and Wonders Common assessments and GA Milestones Spring 2026 results will be used to monitor implementation. Data will be discussed during CCC grade level meetings.
GOAL #3 Math (K-2)	The percentage of students scoring prepared on the Math Beacon assessment in Kindergarten - 2 grade will increase from 30% (87 students) to 35% (100 students) as measured by the 2027 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?
K-2 teachers will implement, grade level appropriate, graphic organizers with fidelity to address inconsistency in solving and explaining higher order math problems. Implementation will be monitored through student work samples, and impact will be measured through Beacon Math and grade level common formative assessments.	8/3/26	Performance Target: Teach students how to organize information given in DOK 2 and DOK 3 math questions and help them in finding a logical solution to the problem.
		Implementation (include person responsible): 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.
		Artifacts: Classroom evaluations (including TKES), student work samples, and exit tickets.
		Progress Monitoring: Results from common formative unit assessments, exit tickets, and Beacon results will be analyzed and discussed at CCC meetings.
Grades K -2 teachers will use concrete manipulatives and visual representations to build basic number sense with fidelity to increase number sense to understand grade level skills needing to be acquired. Implementation will be monitored through observation and student work samples, and impact will be measured through common formative assessments and Beacon assessments.		Performance Target: Increase student's basic number sense and build fact fluency.
		Implementation (include person responsible): 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.
		Artifacts: Observations and walk throughs during math block to look for use of manipulatives and visuals. Review of activities written in weekly lesson plans and student work samples.

Progress Monitoring:

Common assessments and Beacon assessment will be used to monitor progress and data will be discussed during CCC grade level meetings.

**GOAL #4
Math (3-5)**

The percentage of students scoring on or above grade level on the Math GA Milestones EOG assessment in grades 3- 5 will increase from 45% (165 students out of 364) to 50% (182 students) as measured by the 2026 - 2027 spring Math GA Milestones EOG 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 3-5 teachers will implement, grade level appropriate, graphic organizers to model how to correctly solve higher order math problems with fidelity daily to address geometry and measurement domains. Implementation will be monitored through progress monitoring of student work samples, and impact will be measured through midpoint and post unit assessments and spring 2027 Math Milestones.	8/3/2026	Performance Target: Assist students in how to organize information given in DOK 2 and DOK 3 math questions and to aid them in finding a logical solution to the problem and show their work.
		Implementation (include person responsible): 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. Teachers will include practice with multi step solutions focusing on geometry and measurement domains.
		Artifacts: Lesson plans and review of student's graphic organizers will show implementation.
		Progress Monitoring: Data from common assessments, classroom observations, and GA spring Milestones administration will show progress towards goal.
Grades 3-5 teachers will implement a daily review and practice (RAP) at the beginning of lessons with fidelity to continuously review standards previously taught throughout the		Performance Target: Increase students' exposure and practice with grade level standards using real world word problems to achieve grade level standards mastery.

school year. Implementation will be monitored through student work samples and impact will be measured by Common formative assessments, GA Milestones, and Beacon assessment.	Implementation <i>(include person responsible):</i> All third through fifth grade teachers will implement RAP activities in the beginning of a math lesson or use a real-world math problem to reinforce math skills and standards daily. Artifacts: Review of lesson plans, student work samples and class walk throughs will show implementation of action plan. Progress Monitoring: Data from common assessments, GA Milestones, and Beacon assessment will be utilized and discussed during CCC meetings.
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GOAL #5 School Selected	
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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?

		Progress Monitoring:
		Performance Target:
		Implementation (<i>include person responsible</i>):
		Artifacts:
		Progress Monitoring:

Final Notes

Principal Signature

Assistant Superintendent