

For each School Strategic Plan goal, identify progress on any action steps.  
 Provide data to support the impact/implementation.  
 Implementation artifacts and evidence for impact should align to the SSP.

School Name: Kennesaw Elementary

Monitoring Date: 2024-2025

**GOAL #1**  
**Literacy (K-2)**

The percent of 1st/2nd grade students scoring proficient will increase 5% from the fall baseline score as measured by the 24-25 Beacon assessment.

Action Step(s)	Start Date 8/1/24	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?
First and Second grade teachers will implement 30 minutes of consistent and explicit phonics instruction daily using UFLI lessons to improve reading fluency as indicated by lesson plans and walk-throughs.		<p>Performance Target:            Increase overall proficiency of reading fluency by 5%</p> <p>Implementation:            Our Instructional Support Person will provide monthly professional learning to classroom teachers to keep them on track and consistent with UFLI and Science of Reading instruction. Our Instructional Support Person will provide 3 trainings during the 24-25 school year with specific guidance for administering the Core Assessment.</p> <p>Artifacts:            Lesson Plans and UFLI manuals            Student reading fluency data</p> <p>Progress Monitoring:            Classroom Walkthroughs and TKES Formatives            Student reading data</p>

<b>GOAL #2</b> <b>Math (K-2)</b>	The percent of 1st/2nd grade students scoring proficient in math will increase 5% from the fall baseline score as measured by the 24-25 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?
<b>First and Second Grade teachers will implement a team created problem of the day to improve addition and subtraction of whole numbers as indicated by lesson plans and walk-throughs.</b>	<b>8/1/24</b>	<b>Performance Target:</b> Increase overall proficiency of addition and subtraction of whole numbers by 5%
		<b>Implementation:</b> Our Instructional Support Person will work with classroom teachers throughout the school year to consistently create a <i>Problem of the Day</i> using the CUBES strategy, writing equations, modeling their representation strategy, and then using a number sentence to explain their work in support addition and subtraction of whole numbers.
		<b>Artifacts:</b> Problem of Day Evidence of weekly formative assessment of addition and subtraction of whole numbers
		<b>Progress Monitoring:</b> Classroom Walkthroughs and TKES Formatives

<b>GOAL #3</b> <b>School Selected</b>	<b>The number of out of school suspension days will decrease from 51 to 41 as measured by data collection in the CSIS portal.</b>
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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?
Kindergarten through Second Grade teachers will implement Zones of Regulation, PBIS lessons, and CCSD Bullying Prevention Program during morning meetings.	<b>8/1/24</b>	<b>Performance Target:</b> Implement Zones of Regulation, PBIS lessons, and CCSD Bullying Prevention Program to support students and result in fewer days of out of school suspensions.
		<b>Implementation:</b> Classroom teachers will utilize the daily morning meeting to fully implement Zones of Regulation and PBIS lessons as well as the CCSD Bullying Prevention Program to help students understand the importance of making positive choices with self and others.
		<b>Artifacts:</b> Lesson Plans and Evidence of Morning Meetings
		<b>Progress Monitoring:</b> Classroom Walkthroughs, TKES Formatives, PBIS Data Collection, CSIS Portal Data

**Final Notes**

**Principal Signature**

*James Brett Ward, Principal*

**Assistant Superintendent**