

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: Varner Elementary School**

**Monitoring Date: September 2025 – December 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 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.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
K- 2 Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walk through form.	<p><b>Artifacts: Artifacts:</b>            Lesson plans, student work samples and walkthroughs will be implemented to monitor implementation.</p> <p><b>Artifact Summary:</b>            Based on local school walk throughs and TKES observations during ELA block, all teachers are utilizing the Wonders program for ELA. Lesson plans also reflect use of Wonders instruction for reading, phonics, vocabulary, and writing.</p>	<p><b>Evidence:</b>            Lesson Plans and TKES observations  <a href="#">Week 6 Q2 Lesson Plans.pdf</a></p> <p>Small group plans:  <a href="#">Reading Small Group Plans 1.5.26.docx</a></p> <p><b>Evidence Summary:</b>            During weekly CCC grade level meetings, teachers discuss ELA common assessment data and use the data to create small group instruction targeting weakness and enriching strengths in ELA.</p>

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.

**Artifacts:**

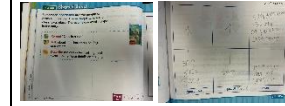
Student work samples will be implemented to monitor implementation.

**Artifact Summary:**

All K-2 teachers are using graphic organizers to help students respond to literature from Wonders resource.

**Evidence:**


Student sample (1<sup>st</sup> grade) responding to literature.



**Evidence Summary:**

This sample shows students organizing their ideas in order to respond to the text Cubs in a Hut. Students were to identify the story elements.



<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)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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.	<p><b>Artifacts:</b> Varner walk through forms</p> <p><b>Artifact Summary:</b> Based on local school walk throughs and TKES observations during ELA block, all teachers are utilizing the Wonders program for ELA.</p>	<p><b>Evidence:</b> <a href="#">K-5 Uninterrupted Literacy Block: 2025-2026 Instructional Walk Form- Varner ES</a></p> <p><b>Evidence Summary:</b> During walk through, teachers are utilizing the Wonders resources and students have been observed using workbooks provided in the program for ELA instruction.</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.	<p><b>Artifacts:</b> Lesson plans, students work samples and walkthroughs will be implemented to monitor implementation.</p> <p><b>Artifact Summary:</b> Lesson plans highlight use of graphic organizers during ELA block to respond to literature.</p>	<p><b>Evidence:</b> <a href="#">November 10th.docx</a></p>  <p><b>Evidence Summary:</b> Lesson plans show how teachers are implementing graphic organizers with writing. Student samples show graphic organizer from Wonders workbook for responding to literature.</p>

	<u>Artifacts:</u>  <u>Artifact Summary:</u>	<u>Evidence:</u>  <u>Evidence Summary:</u>
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<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.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>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.</p>	<p><b>Artifacts:</b> Lesson plans, student work samples, walkthroughs, and data discussions during CCC meetings will be implemented to monitor implementation.</p> <p><b>Artifact Summary:</b> Based on local school walk throughs and TKES observations during math block, teachers are implementing graphic organizers and chart in math to model how to solve word problems.</p>	<p><b>Evidence:</b> Lesson Plan: <a href="#">Week 2 Q2 Team Lesson Plans.pdf</a></p>  <p><b>Evidence Summary:</b> Lesson plans outline organizers used to solve problems. Picture is an example of the graphic organizers used to model how to solve higher order math problems in second grade.</p>
<p>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.</p>	<p><b>Artifacts:</b> Observations and walkthroughs during math block to look for use of manipulatives and visuals. Review of activities written weekly lesson plans.</p> <p><b>Artifact Summary:</b> During observations and walkthrough, manipulatives are being used in most grade levels to provide visuals and kinesthetic learning centers for students.</p>	<p><b>Evidence:</b> Math lesson plan <a href="#">5 K Team Plan November 10.docx</a></p>  <p><b>Evidence Summary:</b> Lesson plan shows how teachers are implementing the use of manipulatives as part of the mini-lesson and during center time. Pictures illustrate students working on math problems with manipulatives.</p>



	<u>Artifacts:</u>  <u>Artifact Summary:</u>	<u>Evidence:</u>  <u>Evidence Summary:</u>
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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)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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<p>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.</p>	<p><b><u>Artifacts:</u></b> CCC Notes</p> <p><b><u>Artifact Summary:</u></b> Team CCC notes discussed problem solving with or without using a graphic organizer.</p>	<p><b><u>Evidence:</u></b></p>  <p>5th Grade CCC notes.docx</p> <p><b><u>Evidence Summary:</u></b> CCC notes explain teachers' discussion of solving math problems without without graphic organizers.</p>
<p>Grades 3-5 teachers will implement real-world problems during math instruction daily that enhance higher order thinking skills as evidenced by walkthrough data.</p>	<p><b><u>Artifacts:</u></b> Review of lesson plans and class walk throughs will show daily practice of solving real world math problems.</p> <p><b><u>Artifact Summary:</u></b> Based on observations, teachers are consistently using real world math situations to teach math skills and strategies.</p>	<p><b><u>Evidence:</u></b> <a href="#">Week of October 20th.pdf</a></p> <p><b><u>Evidence Summary:</u></b> Lesson plan outlines use of R.A.P (Review and practice) using math skills to solve real world math situations.</p>
	<p><b><u>Artifacts:</u></b></p> <p><b><u>Artifact Summary:</u></b></p>	<p><b><u>Evidence:</u></b></p> <p><b><u>Evidence Summary:</u></b></p>

<b>GOAL #5</b> <b>School Selected</b>	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.
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Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Teachers grade PK – 5 will integrate STEM into lessons through collaboration with grade level team and specialist.	<p><b>Artifacts:</b> Walk throughs showcasing activities presented on the 9 grid unit plans as evidence of implementation.</p> <p><b>Artifact Summary:</b> Each 9-week period, all grade level teams create a 9 grid outlining a culminating STEM project. These grids are displayed in grade level hallways for viewing.</p>	<p><b>Evidence:</b></p>  <p><b>Evidence Summary:</b> Sample nine grid outlining a central focus and activities to complete.</p>
Impact Teams will meet monthly as a support system 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><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>Artifact Summary:</b> There are 5 impact teams at Varner elementary school who meet monthly and submit minutes for their meetings. Teams: Family and Community, Curriculum, STEM, Professional Learning, Assessment and Data, and Media and Technology.</p>	<p><b>Evidence:</b></p>  <p>Impact Team Minutes 2025 - 2026 12-16-2!</p> <p><b>Evidence Summary:</b> Minutes show how impact teams focus on school wide STEM initiative and Cognia STEM Standards</p>

	<p><b><u>Artifacts:</u></b></p>  <p><b><u>Artifact Summary:</u></b></p>	<p><b><u>Evidence:</u></b></p>  <p><b><u>Evidence Summary:</u></b></p>

*Provide a rationale/reason as to why any action step was not implemented.*

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...