

School Name: NICKAJACK ELEMENTARY
Date: 6/3/2025

<b>GOAL #1</b> <b>Literacy (K-2)</b>	<b>NICKAJACK ELEMENTARY will increase the percentage of First and Second grade students scoring in the Prepared range from 49.5% to 59.5% in the Constructing Texts category on the Beacon assessment from the Spring 2025 administration to the Spring 2026 administration during the 2025-2026 school year.</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?
Teachers will implement the new Tier 1 ELA Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form.		<b>Performance Target:</b> First Grade will increase the number of students in the Prepared Range in Constructing Texts on the Beacon assessment from 45% to 55%. Second Grade will increase the number of students in the Prepared Range in Constructing Texts on the Beacon assessment from 54% to 64%.  <b>Implementation (include person responsible):</b> AUGUST <ul style="list-style-type: none"> <li>Administer Beacon and Amira Assessments (K-2 Teachers)</li> </ul> SEPTEMBER <ul style="list-style-type: none"> <li>Teachers analyze student data and chart data of students' performance in constructing texts.</li> <li>Teachers will bring their chart to the CCC meeting following the assessment window.</li> <li>Teachers will collaborate and determine best practices for small group instruction, utilizing Wonders Curriculum and other various writing instructional strategies.</li> <li>In order to promote growth for all students; students identified as at-risk for dyslexia will take i-Ready diagnostic to determine appropriate interventions (Teachers will maintain data in foRTify).</li> </ul> OCTOBER - MAY <ul style="list-style-type: none"> <li>Teacher check-in at Progress Monitoring meeting with Admin (based on Wonders Curriculum and data in foRTify).</li> </ul>

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		<ul style="list-style-type: none"> <li>Teachers will share with families during Conference Week student progress.</li> <li>Administration and EIP Teachers will meet weekly to discuss students flagged for interventions</li> <li>Administration will conduct classroom walks focused on use of small group instruction (TKES)</li> </ul>
		<b>Artifacts:</b> CCC Minutes, Small Group Lesson Plans, Amira and Beacon results, Amira and Beacon Data Templates, foRTIfy data, Wonder Assessment tools, Cobb ELA Walkthrough Form
		<b>Progress Monitoring:</b> Data notebooks (small group anecdotal notes), Beacon analysis data, Cobb ELA Walkthrough Form Cobb ELA Walkthrough Form will be shared with teachers for feedback and improvement
		<b>Performance Target:</b>
		<b>Implementation</b> <i>(include person responsible):</i>
		<b>Artifacts:</b>
		<b>Progress Monitoring:</b>

<b>GOAL #2</b> <b>Literacy (3-5)</b>	<b>NICKAJACK ELEMENTARY will decrease the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring Level 1 by 10% in the Writing and Language domain on the Georgia Milestones Assessment from the 2025 administration to the 2026 administration.</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?
Teachers will implement the new Tier 1 ELA Wonders resources daily as indicated by data collected with the districtwide ELA walkthrough form.		<p><b>Performance Target:</b>            Third Grade will decrease the number of students scoring Level 1 in the Writing and Language Domain from 40.7% to 30.7%            Fourth Grade will decrease the number of students scoring Level 1 in the Writing and Language Domain from 39.7% to 29.7%            Fifth Grade will decrease the number of students scoring Level 1 in the Writing and Language Domain from 39.0% to 29.0%</p> <p><b>Implementation (include person responsible):</b>            AUGUST  <ul style="list-style-type: none"> <li>• Administer Beacon Assessment (3<sup>rd</sup>-5<sup>th</sup> Grade Teachers)</li> <li>• Administer Amira Assessment (3<sup>rd</sup> Grade Teachers)</li> </ul>           SEPTEMBER  <ul style="list-style-type: none"> <li>• Teachers analyze student data and chart data of students' performance in constructing texts.</li> <li>• Teachers will bring their chart to the CCC meeting following the assessment window.</li> <li>• Teachers will collaborate and determine best practices for small group instruction, utilizing Wonders Curriculum and other various writing instructional strategies.</li> <li>• In order to promote growth for all students; students identified as at-risk for dyslexia will take i-Ready diagnostic to determine appropriate interventions (Teachers will maintain data in foRTify) 3<sup>rd</sup> Grade Teachers.</li> </ul>           OCTOBER-DECEMBER  <ul style="list-style-type: none"> <li>• Teacher check-in at Progress Monitoring meeting with Admin (based on data in foRTify).</li> <li>• Teachers will share with families during Conference Week student progress.</li> <li>• Administration and EIP Teachers will meet weekly to discuss students flagged for interventions</li> <li>• Administration will conduct classroom walks focused on use of small group instruction (TKES) and the Cobb ELA Walkthrough Form</li> </ul> </p> <p><b>Artifacts:</b>            CCC Minutes, Small Group Lesson Plans, Amira and Beacon results, Amira and Beacon Data Templates, foRTify data, EOG Data, Cobb ELA Walkthrough Form</p>

		<b>Progress Monitoring:</b> Amira results will be reviewed after each assessment window to determine which students should be flagged for additional support. *3 <sup>rd</sup> Grade Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting) *4 <sup>th</sup> and 5 <sup>th</sup> Grade Cobb ELA Walkthrough Form will be shared with teachers for feedback and improvement
		<b>Performance Target:</b>  <b>Implementation</b> <i>(include person responsible):</i>  <b>Artifacts:</b>  <b>Progress Monitoring:</b>

<b>GOAL #3</b> <b>Math (K-2)</b>	<b>NICKAJACK ELEMENTARY will increase the percentage of Kindergarten, First and Second grade students scoring in the Prepared range by 15% from 20% to 35% in the Numerical Reasoning category on the Beacon assessment from the Spring 2025 administration to the Spring 2026 administration during the 2025-2026 school year.</b>
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<b>Action Step(s)</b>	<b>Start Date</b>	<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>
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K-2 Teachers will provide interventions during daily small-group instruction in numerical reasoning using manipulatives measured through formal and informal observations and lesson plans.

**Performance Target:**

Kindergarten will increase the number of students in the Prepared Range in Numerical Reasoning on the Beacon assessment from 9% to 24%.  
 First Grade will increase the number of students in the Prepared Range in Numerical Reasoning on the Beacon assessment from 22% to 37%.  
 Second Grade will increase the number of students in the Prepared Range in Numerical Reasoning on the Beacon assessment from 29% to 44%.

**Implementation (include person responsible):**
**AUGUST**

- Kindergarten teachers will administer the EIP screener.
- 1<sup>st</sup> and 2<sup>nd</sup> Grade Teachers will review their EIP roster for students identified needing math support.

**SEPTEMBER**

- Teachers cross-reference their EIP roster with Beacon results to chart deficits by domain.
- Teachers will bring their chart to the CCC meeting following the assessment window.
- Teachers will collaborate and determine best practices, using manipulatives, for small group instruction based on identified areas of need from the chart.
- Teachers will enter students into foRTify who are identified as EIP and Support Needed on Beacon (Numerical Reasoning – focus).

**OCTOBER-MAY**

- Math Team Leads and EIP Teachers will meet to determine what manipulatives and additional resources are needed to support numerical reasoning standards.
- Teacher check-in at Progress Monitoring meetings with Admin (based on data in foRTify).
- Teachers will share with families during Conference Week student progress.
- Administration and EIP Teachers will continue to monitor intervention use and foRTify data.
- Teachers will continue to tailor small group strategies to meet student need.
- Administration will conduct classroom walks focused on use of small group instruction (TKES)

**ALL YEAR:**

- Teachers will develop Common formative assessments and utilize data to determine specific small group interventions.
- Math Team Leads and EIP Teachers will meet to determine what manipulatives and additional resources are needed to support numerical reasoning standards.

**Artifacts:**

CCC Minutes, Small Group Lesson Plans, foRTify data

		<b>Progress Monitoring:</b> Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting), DreamBox data, foRTify data
		<b>Performance Target:</b>  <b>Implementation</b> <i>(include person responsible):</i>  <b>Artifacts:</b>  <b>Progress Monitoring:</b>

<b>GOAL #4</b> <b>Math (3-5)</b>	<b>NICKAJACK ELEMENTARY will decrease the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring Level 1 by 10% in the Numerical Reasoning domain on the Georgia Milestones Assessment from the 2025 administration to the 2026 administration.</b>
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<b>Action Step(s)</b>	<b>Start Date</b>	<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>
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<p>3-5 Teachers will provide interventions during daily small-group instruction in numerical reasoning using manipulatives measured through formal and informal observations and lesson plans.</p>	<div data-bbox="741 167 2013 412"> <p><b>Performance Target:</b>            Third Grade will decrease the number of students scoring Level 1 in the Numerical Reasoning Domain from 34.1% to 24.1%            Fourth Grade will decrease the number of students scoring Level 1 in the Numerical Reasoning Domain from 44.3% to 34.3%            Fifth Grade will decrease the number of students scoring Level 1 in the Numerical Reasoning Domain from 56.2% to 46.2%</p> </div> <div data-bbox="741 412 2013 1101"> <p><b>Implementation (include person responsible):</b>  <b>AUGUST</b></p> <ul style="list-style-type: none"> <li>Teachers will review their EIP roster for students identified needing math support.</li> </ul> <p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>Teachers cross-reference their EIP roster with Beacon results to chart deficits by domain.</li> <li>Teachers will bring their chart to the CCC meeting following the assessment window.</li> <li>Teachers will collaborate and determine best practices for small group instruction based on identified areas of need from the chart.</li> <li>Teachers will enter students into foRTIfy who are identified as EIP and Support Needed on Beacon.</li> </ul> <p><b>OCTOBER-MAY</b></p> <ul style="list-style-type: none"> <li>Teacher check-in at Progress Monitoring meeting with Admin (based on data in foRTIfy).</li> <li>Teachers will share with families during Conference Week student progress.</li> <li>Administration and EIP Teachers will continue to monitor intervention use and foRTIfy data.</li> <li>Teachers will continue to tailor small group strategies to meet student need.</li> <li>Administration will conduct classroom walks focused on use of small group instruction (TKES)</li> </ul> <p><b>All year:</b>            Teachers will develop Common formative assessments and utilize data to determine specific small group interventions.</p> </div> <div data-bbox="741 1101 2013 1255"> <p><b>Artifacts:</b>            CCC Minutes, Small Group Lesson Plans, foRTIfy data</p> </div> <div data-bbox="741 1255 2013 1375"> <p><b>Progress Monitoring:</b>            Common Formative/Summative Assessments and anecdotal notes from small groups will be discussed in CCC meetings each week (Teachers should bring to each meeting), DreamBox data, foRTIfy data</p> </div>
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		Performance Target:
		Implementation <i>(include person responsible)</i> :
		Artifacts:
		Progress Monitoring:

<b>GOAL #5</b> <b>School Selected</b>	<b>NICKAJACK ELEMENTARY will decrease the number of OSS days by 15% from 192 days to no more than 162 from August 2025 to May 2025.</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?
All Teachers will Implement the PBIS plan by providing student incentives for positive behavior and conferencing with students to support behavior areas of need, as evidenced by data within the PBIS Rewards application.		<b>Performance Target:</b> 100% of teachers will implement Tier 1 PBIS strategies with fidelity, demonstrating evidence of restorative relationship building, following behavior incidents.  <b>Implementation <i>(include person responsible)</i>:</b> AUGUST: <ul style="list-style-type: none"> <li>Teachers will participate in ZoNickajack Elementary of Regulation refresher training</li> <li>PBIS Team will share data from previous school year and conduct PBIS roll-out training</li> </ul> SEPTEMBER – MAY <ul style="list-style-type: none"> <li>PBIS Team will share a strategy at monthly staff meetings</li> </ul>



**Cobb County School District SSP Elementary Schools**

	<ul style="list-style-type: none"> <li>• Administration will review discipline data in weekly meetings to develop a strategy with the teacher to proactively support behavior management.</li> <li>• Administration and Counselors will discuss Tier 3 students in bi-monthly meetings to determine specific strategies needed to support each student (check-in/check-out).</li> <li>• Administration will review minor reports for teachers needing support with classroom management/providing training support as needed</li> <li>• PBIS Team will hold monthly PBIS celebrations to recognize/reward students for positive behavior</li> <li>• Administration will do weekly shout-outs on the news to celebrate students and classrooms with the most PBIS points.</li> <li>• PBIS Team will develop videos showing appropriate behavior to display on morning announcements</li> <li>• PBIS Team, in collaboration with PTA, will support a PBIS store for students to redeem PBIS points.</li> <li>• Teachers will communicate a minor infraction through conversation with families (follow-up conversation in CTLs).</li> </ul> <p><b>Artifacts:</b> PBIS portal, CSIS Reports, Reflection logs, Behavior summative report</p> <p><b>Progress Monitoring:</b> Core Team minutes, Behavior summative report (monthly), PBIS Rewards App Reports</p>
	<p><b>Performance Target:</b></p> <p><b>Implementation (include person responsible):</b></p> <p><b>Artifacts:</b></p> <p><b>Progress Monitoring:</b></p>

Final Notes
Principal Signature
<i>Timeka L. Oline</i>
Assistant Superintendent