



## Cobb County School District SSP Monitoring – Mid Year

School Name: Powers Ferry Elementary

Monitoring Date: January 2024

### Instructions

For each SSP (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.



## Goal #: Literacy

By the end of May 2024, the percentage of K-5 students reading on or above grade level on or grade level will increase

**1 Action Step:**  
K-5 teachers will participate in professional development which focuses on strategies to implement within daily instruction that improve students' reading proficiency (LETRS-The Science of Reading for K-3 teachers including phonemic awareness and skills, continued use of District Phonics Lessons and components from Heggerty, FAT Responses).

**1 Data Indicating Impact/Implementation (Causes, Barriers, Concerns):**  
Throughout Quarters 1 and 2, select teachers have participated in collaborative planning with teachers who attended the "Science of Reading" professional development trainings offered by the District. Key strategies were implemented from the trainings: 1) phonemic awareness and phonic strategies, 2) utilize visuals to acquire new vocabulary within context, guided reading strategies.  
As a result of teachers implementing the aforementioned strategies, the data indicates an increase in the number of students reading at/above grade level, measured by the Functional Reading Assessment and Reading Inventory.  
Overall Data- Quarter 1= 20% of students reading at/above grade level, Quarter 2= 25% of students reading at/above grade level  
1st Grade- Quarter 1= 10% of students reading at/above grade level, Quarter 2= 5% of students reading at/above grade level  
2nd Grade- Quarter 1= 12% of students reading at/above grade level, Quarter 2= 16% of students reading at/above grade level  
3rd Grade- Quarter 1= 22% of students reading at/above grade level, Quarter 2= 37% of students reading at/above grade level  
4th Grade- Quarter 1= 22% of students reading at/above grade level, Quarter 2= 36% of students reading at/above grade level  
5th Grade- Quarter 1= 22% of students reading at/above grade level, Quarter 2= 29% of students reading at/above grade level

**1 Next Steps:**  
K-5 Teachers will participate in upcoming District Trainings (March 4th, May 24th) to support literacy implementation plan for the 2024-2025 year.

**2 Action Step:**  
Teachers and TSAs will develop a rank order list of the 10% striving students who will be eligible to receive accelerated instruction. Targeted students (grades 3rd-5th) will participate in an intervention reading block for the striving 10% in each grade level as identified by RI and/or Milestones ELA data.

**2 Data Indicating Impact/Implementation (Causes, Barriers, Concerns):**  
Baseline (August, Cycle 1) to December, Cycle 2) data shows an increase in reading proficiency as follows:  
3rd graders- 12/20 students (60%) demonstrated an increase in their RI scores  
4th graders- 8/12 students (67%) demonstrated an increase in their RI scores  
5th grade- 5/8 students (63%) demonstrated an increase in their RI scores  
Two third grade students have reached the grade level reading proficiency. Currently, there are no fourth or fifth grade students who have reached grade level proficiency.

**2 Next Steps:**  
TSA will participate in collaborative meetings with grade level teachers (3rd-5th) to analyze student data from common assessments, READ 180/System 44 assessments and develop viable learning plans which align to students' academic needs.

## Goal #2: Math

By the end of May 2024, the percentage of K-5 students scoring on/above grade level quantiles on the Math Inventory



1

### Action Step:

Teachers will participate in weekly CCC meetings and closely monitor student progress and explicitly address the 4 CCC Essential Questions while planning instruction for students. Each teacher will establish 5 target students (beginning, met standards and above standards representation).

1

### Data Indicating Impact/Implementation (Causes, Barriers, Concerns):

Baseline data from August (Quarter 1) to December (Quarter 2) on the MI yields the following:  
Overall K-5 Quarter 1- 11% of students at/above grade level, Quarter 2- 27%  
Kindergarten Quarter 1- 100% of students Below Basic/Basic, Quarter 2- 14% at/above grade level  
1st Grade Quarter 1- 100% of students Below Basic/Basic, Quarter 2- 24% at/above grade level  
2nd Grade Quarter 1- 8% of students at/above grade level, Quarter 2- 21% at/above grade level  
3rd Grade Quarter 1- 13% of students at/above grade level, Quarter 2- 32% at/above grade level  
4th Grade Quarter 1- 18% of students at/above grade level, Quarter 2- 32% at/above grade level  
5th Grade Quarter 1- 30% of students at/above grade level, Quarter 2- 46% at/above grade level

1

### Next Steps:

Plan additional vertical meetings for February, March and April to discuss trends in data relating to foundational skills (number sense, fluency, computation and application). Math TSA will develop and facilitate professional learning (Number Talks).

2

### Action Step:

Teachers and TSAs will develop a rank order list of the 10% striving students who will be eligible to receive accelerated instruction. Targeted students (grades 3rd-5th) will participate in an intervention reading block for the striving 10% in each grade level as identified by MI and/or Milestones Math data.

2

### Data Indicating Impact/Implementation (Causes, Barriers, Concerns):

Dreambox Growth Report shows 21/34 (62% of the students) are currently below grade level and 13/34 (38% of the students) are currently near grade level.

3rd graders- 12/15 (80%) demonstrated an increase in their MI scores

4th graders- 8/11 students (73%) demonstrated an increase in their MI scores

5th- grade- 6/9 students (67%) demonstrated an increase in their MI scores

2

### Next Steps:

TSA will participate in collaborative meetings with grade level teachers (3rd-5th) to analyze student data from common assessments, READ 180/system 44 assessments and develop viable learning plans which align to students' academic needs.

### Goal #3: School Selected

**1** **Action Step:**  
Develop and increase the number of teacher leaders in our school.

**1** **Data Indicating Impact/Implementation (Causes, Barriers, Concerns):**  
Throughout Quarters 1 & 2, five additional teachers are serving as leaders in literacy (LETRS Cohort #2 and Dyslexia Training). These teachers have been sharing strategies learned with colleagues during CCC meetings. Time can be a barrier as the planning block does not consistently provide additional time for teachers to continue in-depth conversations and modeling amongst colleagues.

**1** **Next Steps:**  
Teachers will be provided a collaborative planning day in March. During this time, emphasis will be placed on literacy strategies that have been learned during recent literacy PL sessions. The teacher cohort members will offer instructional support for their colleagues.

**2** **Action Step:**  
Teachers new to Powers Ferry and those who have less than 3 years teaching experience will participate in the remaining months of scheduled Panther Previews meetings to identify successes and areas of need to complete the year with success (collective efficacy is our school-wide focus).

**2** **Data Indicating Impact/Implementation (Causes, Barriers, Concerns):**  
Throughout Quarters 1 & 2, Panther Previews members participated in monthly meetings that informed teachers about school-related focus areas: 1) Instructional Focus, 2) Grading Procedures, 3) Communication expectations, 4) PBIS Initiatives.

**2** **Next Steps:**  
Panther Previews members will share agenda topics they prefer to add to the remaining agendas to end the year with success. Additional District and local school information will also be shared. Panther Previews members will also be recognized and celebrated at the end of the year for their successful participation in this collaborative group.

Notes:

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Principal Signature Rayna Wilson

Assistant Superintendent Signature \_\_\_\_\_