COBB COUNTY SCHOOL DISTRICT

Cobb County School District SSP Elementary Schools

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: Chalker Elementary School
Monitoring Date: 2025-2026 school year

GOAL #1 **Literacy (1-2)**	By the end of the 25-26 school year at Chalker, 76% of K-2 students will be on or above grade level in reading based on the Amira Assessment. (24-25 Amira data shows 73.3% on or above grade level.)

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?**
1. Strengthen Instructional Practices • Adopt a structured literacy approach: Use evidence-based reading instruction • Provide decodable texts • Use data-driven instruction • Implement small-group interventions **2. Support and Train Teachers** • Ongoing professional development: Train teachers in best practices for literacy instruction, including how to teach decoding, vocabulary, and reading comprehension. • Coaching and mentoring • Collaborative planning time **3. Engage Students** • Promote a reading culture: Create classroom and school-wide initiatives (e.g., reading challenges, book fairs, author visits). • Offer student choice of reading material • Incorporate writing across the curriculum	08/2025	**Performance Target:** 76% students in grades K-2will be on or above grade level in reading by the end of the 25-26 school year. **Implementation (***include person responsible***):** Teachers will complete modules for new literacy requirements and implement best practices during the ELA block. • Strategic large and small group literacy instruction using approved materials: Wonders, UFLI, decodables • Vocabulary • Comprehension and writing **Artifacts:** Amira class data, iReady, UFLI progress data, Student profile data: attendance, EIP, ESOL, RTI, SWD, ED etc. (This is for students significantly below) **Progress Monitoring:** Scheduling intentional meetings specific to data discussions based on the implementation of common assessments. Using data to create plans for the specific needs of students.

GOAL #2 **Literacy (3-5)**	By the end of the 25-26 school year at Chalker, 70% of students in grades 3-5 will be on or above grade level in reading based on the Milestones EOG. (24-25 Milestones data indicates 66.5% of students on/above level)

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?**
1. Strengthen Instructional Practices • Adopt a structured literacy approach: Use evidence-based reading instruction • Provide decodable texts • Use data-driven instruction • Implement small-group interventions **2. Support and Train Teachers** • Ongoing professional development: Train teachers in best practices for literacy instruction, including how to teach decoding, vocabulary, and reading comprehension. • Coaching and mentoring • Collaborative planning time **3. Engage Students** • Promote a reading culture: Create classroom and school-wide initiatives (e.g., reading challenges, book fairs, author visits). • Offer student choice of reading material • Incorporate writing across the curriculum	08/2025	**Performance Target:** 70% of students in grades 3-5 will be on or above grade level in reading by the end of the 25-26 school year. **Implementation (*include person responsible*):** Teachers will complete modules for new literacy requirements and implement best practices during the ELA block. • Strategic large and small group literacy instruction using approved materials: Wonders, UFLI, decodables • Vocabulary • Comprehension and writing **Artifacts:** • Amira class data, iReady, UFLI progress data, • Student profile data: attendance, EIP, ESOL, RTI, SWD, ED etc. (This is for students significantly below) **Progress Monitoring:** Scheduling intentional meetings specific to data discussions based on the implementation of common assessments. Using data to create plans for the specific needs of students.

GOAL #3 Math (1-2)	By the end of the 25-26 school year at Chalker, the percent of 1st-2nd grade students scoring on or above grade level in math will increase by 3% as measured by the Beacon assessment.

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?
1. Strengthen Core Instruction • Use a conceptual and procedural approach: Ensure students understand the *why* and *how* behind math operations. • Adopt high-quality curriculum • Prioritize number sense and fluency • Incorporate hands-on learning **2. Use Data-Driven Instruction** • Regular formative assessments • Universal screening • Differentiate instruction **3. Support and Train Teachers** • Professional development • Math coaching and modeling: • Collaborative planning time **4. Engage and Empower Students** • **Encourage math talk**: Use open-ended questions and sentence starters to promote discussion and reasoning. • **Real-world application**: Connect math to everyday problems and student interests to make it meaningful. • **Use games and technology**: Integrate math games and puzzles to boost engagement.	08/25	**Performance Target:** The percent of 1st-2nd grade students scoring on or above grade level in math will increase by 3% with each administration as measured by the Beacon assessment. **Implementation (*include person responsible*):** Teachers will use CTLS with formative assessments for student instruction in math. Based on formative assessments, teachers will provide small group instruction to promote mastery of the standard. Students will also focus on math fact fluency with consistent practice on a daily basis through technology and centers. **Artifacts:** Math Inventory Data, fact fluency checks Formative assessment data Student profile data: attendance, EIP, ESOL, RTI, SWD, ED etc. Grade level monitoring spreadsheet. **Progress Monitoring:** Scheduling intentional meetings specific to data discussions based on the implementation of common assessments. Using data to create plans for the specific needs of students.

GOAL #4 **Math (3-5)**	By the end of the 25-26 school year at Chalker, the percent of 3rd-5th grade students scoring a level three or four in math will increase from 43% to 46% as compared to the 24-25 Milestones Assessment.

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?**
1. Strengthen Core Instruction • Use a conceptual and procedural approach: Ensure students understand the *why* and *how* behind math operations. • Adopt high-quality curriculum • Prioritize number sense and fluency • Incorporate hands-on learning **2. Use Data-Driven Instruction** • Regular formative assessments • Universal screening • Differentiate instruction **3. Support and Train Teachers** • Professional development • Math coaching and modeling: • Collaborative planning time **4. Engage and Empower Students** • **Encourage math talk**: Use open-ended questions and sentence		**Performance Target:** The percent of 3rd-5th grade students scoring a level three or four in math will increase from 43% to 46% as compared to the 24-25 Milestones Assessment. **Implementation (*include person responsible*):** Teachers will use CTLS with formative assessments for student instruction in math. Based on formative assessments, teachers will provide small group instruction to promote mastery of the standard. Students will also focus on math fact fluency with consistent practice on a daily basis through technology and centers. **Artifacts:** Math Inventory Data, fact fluency checks Formative assessment data Student profile data: attendance, EIP, ESOL, RTI, SWD, ED etc. Grade level monitoring spreadsheet. **Progress Monitoring:** Scheduling intentional meetings specific to data discussions based on the implementation of common assessments. Using data to create plans for the specific needs of students.

starters to promote discussion and reasoning. • **Real-world application**: Connect math to everyday problems and student interests to make it meaningful. • **Use games and technology**: Integrate math games and puzzles to boost engagement.		

GOAL #5 **School Selected**	During the 25-26 school year, grade levels will develop common assessments in reading and math utilizing standards and learning targets to ensure consistency during data talks. This will be evidenced by team meetings, collaboration, data reports and action plans.

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?**
• Staff development on common assessments • Review backwards design • Consistent moitoring		**Performance Target:** During the 25-26 school year, grade levels will develop common assessments in reading and math utilizing standards and learning targets to ensure consistency during data talks. This will be evidenced by team meetings, collaboration, data reports and action plans.
		Implementation (*include person responsible*): Through staff development and our TTIS, grade levels will create common assessments and an assessment plan based on learning targets and standards.

		Artifacts: Common and summative assessments Data reports Team minutes
		Progress Monitoring: Data discussions.

Final Notes
Principal Signature
Nicole Bristow Updated: 6/11/25
Assistant Superintendent