



School: Kincaid Elementary

Principal: Deborah Tennyson

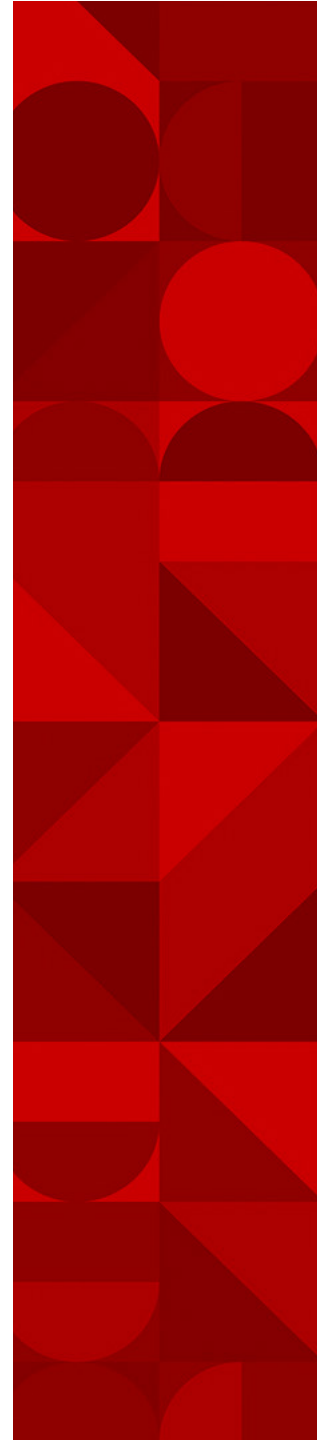
School Year: 2024-2025

Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



Goal #1: Literacy

Superintendent's Priority: 3. Use data to make decisions.
Literacy Initiative (Goal): The percent of K-3 students reading on or above grade level will increase from 42.6% to 90%, as measured by Amira. The percent of 4 - 5 students reading on or above grade level will increase from 79.5% to 90%, as measured by the EOG ELA Milestone.
Critical Action: (What actions are necessary and by when?) 1. Collaborative teacher teams will meet monthly to process new learning from the Georgia Literacy Academy courses to ensure Science of Reading concepts are consistently implemented in the 120 minute literacy block, as indicated by their lesson plans. (August, 2024 - May, 2025) 2. Collaborative teacher teams will create and utilize SMART goals for students not meeting proficiency with grade level essential skills, as indicated by CCC minutes. (August, 2024 - May, 2025) 3. Teachers will plan for daily, specific, extension activities for individual students, who have mastered the standards, as indicated in their lesson plans. (August, 2024 - May, 2025)
Evidence: (How do we monitor progress?) Class Profile Sheets - teachers compile Amira, Reading Inventory (RI), and Next Steps Guided Reading Assessments (NSGRA) quarterly into a class profile sheet to be reviewed by the Leadership Team Common Formative Assessment Data - Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly Intervention Program Data - Collaborative teams will monitor prerequisite skill data bi-monthly
Outcomes: (How do we measure success?) Common Formative Assessment Data - Administer to K - 5 students throughout their learning, to analyze student progress toward mastery of the grade level reading standards Amira Data - Administer Amira to kindergarten - 2nd grade students, 3 times per year, to analyze individual, student growth, based on Scarborough's Reading Rope. Reading Inventory Data - Administer RI to 3rd - 5th grade students, 3 times per year, to analyze individual, student Lexile level growth Phonics Inventory Data - Administer PI to 3rd - 5th grade students, who have a Lexile level below 401, 3 times per year, to analyze individual, student decoding status NSGRA Data - Administer NSGRA to kindergarten - 5th grade students, quarterly, to analyze individual, student reading levels.
Reflection: (What do we do if goal is met or not met?) When students meet the goal: Collaborative teacher teams celebrate successes and identify additional ELA essential skills to assess and monitor. If students do not meet the goal: Collaborative teacher teams and the leadership team will seek further expertise/interventions through the RTI process.

Goal #2: Math

Superintendent's Priority:	3. Use data to make decisions.
Math Initiative (Goal):	<p>The percent of K-3 students performing on or above grade level in math will increase from 11.1% to 80%, as measured by Beacon.</p> <p>The percent of 4- 5 students performing on or above grade level in math will increase from 71% to 80%, as measured by the EOG Math Milestone.</p>
Critical Action: (What actions are necessary and by when?)	<p>1. Collaborative teacher teams will create and utilize SMART goals for students not meeting proficiency with grade level essential skills, as indicated by CCC minutes. (August, 2024 - May, 2025)</p> <p>2. Teachers will plan for daily, specific, extension activities for individual students, who have mastered the standards, as indicated in their lesson plans. (August, 2024 - May, 2025)</p>
Evidence: (How do we monitor progress?)	<p>Class Profile Sheets - teachers compile Interim Math Assessment Data quarterly into a class profile sheet to be reviewed by the Leadership Team</p> <p>Common Formative Assessment Data - Collaborative teams will monitor grade level, common, formative, assessment data bi-monthly.</p> <p>Intervention Program Data - Collaborative teams will monitor prerequisite skill data bi-monthly.</p>
Outcomes: (How do we measure success?)	<p>Math Inventory Data - Administer MI to 3rd - 5th grade students, 3 times per year, to analyze individual, student Quantile level growth</p> <p>Common Formative Assessment Data - Administer to K - 5 students throughout their learning, to analyze student progress toward mastery of the grade level math standards</p> <p>Math Interim Assessment Data - Math Interim Assessments will be administered at the end of each quarter to analyze student progress toward master of the grade level math standards.</p>
Reflection: (What do we do if goal is met or not met?)	<p>When students meet the goal: Collaborative teacher teams celebrate successes and identify additional math essential skills to assess and monitor.</p> <p>If students do not meet the goal: Collaborative teacher teams and the leadership team will seek further expertise/interventions through the RTI process.</p>

Goal #3: School Selected

Superintendent's Priority: 1. Make Cobb the best place to teach, lead and learn.
School Selected Initiative (Goal): The number of K - 5 student discipline incidents will decrease by 60% (from 285 incidents to less than 115 incidents), as indicated by Kincaid's Discipline Summation Report.
Critical Action: (What actions are necessary and by when?) 1. The Guiding Coalition will collaboratively establish school-wide behavior expectations as evidenced by Kincaid's School-wide Behavior Matrix. (January 2024 - May 2024) 2. Classroom teachers will introduce and reinforce School-wide Behavior Expectations to the students daily and weekly, as evidences by classroom Morning Meetings. (August 2024 - May 2025) 3. Highly trained support Staff will conduct Behavior Academies in which identified students will attend a daily, research-based session to learn social/academic replacement behaviors, as evidenced by the Behavior Academy Rubric. (4 7-week sessions between August 2024 - April 2025)
Evidence: (How do we monitor progress?) Kincaid's Discipline Data - Administrative team will monitor K - 5 discipline data monthly. Intervention Program Data - Administrative and Core teams will monitor social/academic skill data bi-monthly.
Outcomes: (How do we measure success?) Kincaid's Discipline Data - K - 5 discipline data will be analyzed monthly to determine if there are 10 or less incidents each month. Intervention Program Data - Behavior Academy Rubrics will be analyzed at the end of each Intervention Block session to determine the success of each student.
Reflection: (What do we do if goal is met or not met?) When students meet the goal: Leadership team, collaborative teacher teams, and support staff will celebrate successes and identify additional behavior/academic skills to assess and monitor. If students do not meet the goal: Leadership team, Collaborative Teacher teams and Core team will seek further expertise/interventions through the RTI process.