

<b>School Name: Addison Elementary</b>
<b>Date: 6/12/2025</b>

<b>GOAL #1</b> <b>Literacy (K-2)</b>	The percent of Addison 1st – 2nd-grade students scoring prepared will increase from 44.5% to 47.5% as measured by the 2025-2026 Spring Overall proficiency from the ELA Beacon assessment.
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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 resources daily as indicated by data collected with the districtwide ELA walkthrough form.		<div style="background-color: #e6f2ff; padding: 5px;"> <b>Performance Target:</b>            100% of kindergarten through second grade teachers will implement the new Tier 1 ELA components.         </div> <div style="background-color: #e6f2ff; padding: 5px;"> <b>Implementation (include person responsible):</b> <ul style="list-style-type: none"> <li>Facilitate a quarter-day collaborative training on Wonders resources in Spring 2025</li> <li>Hold four quarterly grade-level planning days with Wonders resources included on the agenda</li> <li>Collaborate to develop and administer common assessments that correlates with grade level framework and report card rubric to drive instructions.</li> <li>Monitor growth with Beacon (FALL, WINTER &amp; SPRING) and provide necessary intervention for identified, struggling students.</li> <li>Integrate Wonders collaboration into regular CCC meetings</li> </ul> </div> <div style="background-color: #e6f2ff; padding: 5px;"> <b>Artifacts:</b> <ul style="list-style-type: none"> <li>Classroom data sheet</li> <li>Lesson plans</li> <li>District walkthrough data</li> </ul> </div>

	<b>Progress Monitoring:</b> Administration will review ELA walkthrough data and lesson plans quarterly to ensure fidelity of Tier 1 implementation.
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<b>GOAL #2</b> <b>Literacy (3-5)</b>	<b>During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 57% to 62% as measured by the End of Grade ELA Milestones.</b>
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Action Step(s)	Start Date	<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>
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.		<b>Performance Target:</b> 100% of third through fifth grade teachers will implement the new Tier 1 ELA components.
		<b>Implementation (include person responsible):</b> <ul style="list-style-type: none"> <li>Facilitate a quarter-day collaborative training on Wonders resources in Spring 2025</li> <li>Hold four quarterly grade-level planning days with Wonders resources included on the agenda</li> <li>Collaborate to develop and administer common assessments that correlates with grade level framework and report card rubric to drive instructions.</li> <li>Monitor growth with Beacon (FALL, WINTER &amp; SPRING) and provide necessary intervention for identified, struggling students.</li> <li>Integrate Wonders collaboration into regular CCC meetings</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Classroom data sheet</li> <li>Lesson plans</li> <li>District walkthrough data</li> </ul>
		<b>Progress Monitoring:</b> Administration will review ELA walkthrough data and lesson plans quarterly to ensure fidelity of Tier 1 implementation.

<b>GOAL #3</b> <b>Math (K-2)</b>	During the 2025-26 school year, we will increase the percentage of students demonstrating math proficiency in grades K-2 from 53% to 57% as measured by the Beacon assessment.
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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?
Kindergarten through second grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.		<b>Performance Target:</b> 100% of kindergarten through second grade teachers will work collaboratively in CCCs to develop assessment plans, design common formative assessments, and carry out the Cobb data team cycle as evidenced by the artifacts listed below.
		<b>Implementation (include person responsible):</b> <ul style="list-style-type: none"> <li>Monthly vertical data team trainings facilitated by building leaders</li> <li>Grade-level data representatives will lead the data team cycle during CCCs or designated planning time</li> <li>Teams will collaboratively design and review common formative assessments during CCCs</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Assessment plans</li> <li>Common formative assessments</li> <li>Documentation of the data team cycle</li> <li>CCC agendas and meeting minutes</li> </ul>
		<b>Progress Monitoring:</b> Assessment plans and implementation of the Data Team Cycle will be reviewed quarterly by administration.

<b>GOAL #4</b> <b>Math (3-5)</b>	During the 2025-26 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 66% to 71% as measured by the Milestones assessment.
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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>
Third through fifth grade teachers will collaborate quarterly within their grade-level teams to develop comprehensive assessment plans, design common formative assessments, and implement the Cobb data team cycle.		<p><b>Performance Target:</b>          100% of third through fifth grade teachers will work collaboratively in CCCs to develop assessment plans, design common formative assessments, and carry out the Cobb data team cycle as evidenced by the artifacts listed below.</p> <p><b>Implementation (<i>include person responsible</i>):</b></p> <ul style="list-style-type: none"> <li>• Monthly vertical data team trainings facilitated by building leaders.</li> <li>• Grade-level data representatives will lead the data team cycle during CCCs or designated planning time</li> <li>• Teams will collaboratively design and review common formative assessments during CCCs</li> <li>• Use of spiral review</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Assessment plans</li> <li>• Common formative assessments</li> <li>• Documentation of the data team cycle</li> <li>• CCC agendas and meeting minutes</li> </ul> <p><b>Progress Monitoring:</b>          Assessment plans and implementation of the Data Team Cycle will be reviewed quarterly by administration.</p>

<b>GOAL #5</b> <b>School Selected</b>	Throughout the 2025–2026 school year, we will work towards decreasing behavioral disruptions requiring administrative intervention by 10%, as documented in the Comprehensive Discipline Summary.
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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?
School administration and counselors will meet monthly to review discipline data trends to guide interventions.		<b>Performance Target:</b> Decrease incidents of student behaviors requiring office level intervention as measured by referral data.
		<b>Implementation (include person responsible):</b> <ul style="list-style-type: none"> <li>Schoolwide implementation of Zones of Regulation with fidelity.</li> <li>Monthly admin-counselor meetings to review behavior data trends</li> <li>Teachers will regularly reinforce behavior expectations throughout the year</li> </ul>
		<b>Artifacts:</b> <ul style="list-style-type: none"> <li>Monthly summative discipline report</li> <li>Behavior toolkit implementation guide</li> </ul>
		<b>Progress Monitoring:</b> Monthly review of referral data and intervention adjustments during admin-counselor meetings.

**Final Notes**

**Principal Signature**

*Jill K. Spiva*

**Assistant Superintendent**