

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: Eastvalley Elementary

Monitoring Date: 2024-2025 Plan

GOAL #1
Literacy (K-2)

During the 2024-2025 school year, we will increase the percentage of kindergarten through second grade students demonstrating reading proficiency from 59% to 70% as measured by Amira.

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 kindergarten through second grade teachers will complete training focused on the science of reading, structured literacy, and foundational literacy skills. Teachers will complete the Georgia Literacy Academy modules individually as scheduled by CCSD. Each month we will provide additional professional learning on the module topic and complete walkthroughs to		<p>Performance Target: All teachers will learn and implement science of reading, structured literacy, and foundational literacy skills through the Georgia Literacy Academy Modules.</p> <p>Implementation (include person responsible): All teachers will complete the Georgia Learns Modules by the deadlines listed below.</p> <ul style="list-style-type: none"> Modules 1 & 2 by September 30, 2024 Module 3 by October 31, 2023 Modules 4 & 5 by December 20, 2024 Modules 6, 7, & 8 by February 28, 2025 Modules 9 & 10 by March 28, 2025 <p>Local Professional Learning will be delivered on the dates by our Instructional Support Specialist, Jelisa Stokes:</p> <ul style="list-style-type: none"> Oral Language, Module 1- August 19 Print Awareness, Module 2-September 12 Phonics Instruction, Module 3- October 13 Read Aloud Strategies, Module 4-November 5 Vocabulary Instruction, Module 5- December 5

observe instruction surrounding module topic. Artifacts-Continuous PL schedule and walkthrough forms.

Reading Fluency, Module 6- January 2
 Reading Comprehension, Module 7- January 30
 Teaching Writing, Module 8-February 13
 Response to Intervention, Module 9-March 3
 Assessing Students, Module 10-March 10

Mrs. Stokes will model a lesson in each classroom following the module and PL schedule.

Month	Strategy/Concept Modeled
August	Oral Language Strategies
September	Print and Phonological Awareness Strategies
October	Phonics Instruction
November	Meaningful Read Aloud Strategies
December	Vocabulary Instructional Strategies
January	Reading Fluency Strategies
February	Reading Comprehension Strategies
March	Teaching Writing

Artifacts: Artifacts collected will be our continuous PL schedule and notes. Walkthroughs will be conducted monthly, targeting specific skills in which the walkthrough forms will be collected as artifacts.

Progress Monitoring: Administrative Team will complete classroom walkthroughs with feedback each month to specific teachers. We will send an email to the teacher to go over our findings. We will list strengths and areas for growth where needed.

August-Observing Positive Learning Environment (Meador K-2 and Specialist; Spooner 3-5 and SPED)

September-Observing Instructional Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist)

October-Observing Differentiated Instruction (Meador K-2 and Specialist; Spooner 3-5 and SPED)

November-Observing Academically Challenging Environment (Meador 3-5 and SPED; Spooner K-2 and Specialist)

January-Observing SoR Oral Language Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED)

February-Observing SoR Vocabulary Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist)

March-Observing Instructional Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED)

April-Observing Differentiated Instruction (Meador 3-5 and SPED; Spooner K-2 and Specialist)

Performance Target:

	Implementation <i>(include person responsible):</i>
	Artifacts:
	Progress Monitoring:

GOAL #2 Literacy (3-5)	During the 2024-2025 school year, we will increase the percentage of third through fifth grade students demonstrating ELA proficiency at a Level 3 or greater from 52% to 60% as measured by the Georgia Milestone 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?
All third through fifth grade teachers will complete training focused on the science of reading, structured literacy, and foundational literacy skills. Teachers will complete the Georgia Literacy Academy modules individually as scheduled by CCSD. Each month we will provide additional professional learning on		Performance Target: All teachers will learn and implement science of reading, structured literacy, and foundational literacy skills through the Georgia Literacy Academy Modules.
		Implementation <i>(include person responsible):</i> All teachers will complete the Georgia Learns Modules by the deadlines listed below. Modules 1 & 2 by September 30, 2024 Module 3 by October 31, 2023 Modules 4 & 5 by December 20, 2024 Modules 6, 7, & 8 by February 28, 2025 Modules 9 & 10 by March 28, 2025

the module topic and complete walkthroughs to observe instruction surrounding module topic. Artifacts-Continuous PL schedule and walkthrough forms.

Local Professional Learning will be delivered on the dates by our Instructional Support Specialist, Jelisa Stokes:
 Oral Language, Module 1- August 19
 Print Awareness, Module 2-September 12
 Phonics Instruction, Module 3- October 13
 Read Aloud Strategies, Module 4-November 5
 Vocabulary Instruction, Module 5- December 5
 Reading Fluency, Module 6- January 2
 Reading Comprehension, Module 7- January 30
 Teaching Writing, Module 8-February 13
 Response to Intervention, Module 9-March 3
 Assessing Students, Module 10-March 10

Mrs. Stokes will model a lesson in each classroom following the module and PL schedule.

Month	Strategy/Concept Modeled
August	Oral Language Strategies
September	Print and Phonological Awareness Strategies
October	Phonics Instruction
November	Meaningful Read Aloud Strategies
December	Vocabulary Instructional Strategies
January	Reading Fluency Strategies
February	Reading Comprehension Strategies
March	Teaching Writing

Artifacts: Artifacts collected will be our continuous PL schedule and notes. Walkthroughs will be conducted monthly, targeting specific skills in which feedback will be given.

Progress Monitoring: Administrative Team will complete classroom walkthroughs with feedback each month to specific teachers. Feedback will be shared with teachers via email. We will list strengths and areas for growth where needed.

August-Observing Positive Learning Environment (Meador K-2 and Specialist; Spooner 3-5 and SPED)

September-Observing Instructional Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist)

October-Observing Differentiated Instruction (Meador K-2 and Specialist; Spooner 3-5 and SPED)

November-Observing Academically Challenging Environment (Meador 3-5 and SPED; Spooner K-2 and Specialist)

January-Observing SoR Oral Language Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED)

	February-Observing SoR Vocabulary Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist) March-Observing Instructional Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED) April-Observing Differentiated Instruction (Meador 3-5 and SPED; Spooner K-2 and Specialist)
	Performance Target: Implementation <i>(include person responsible):</i> Artifacts: Progress Monitoring:

GOAL #3 Math (K-2)	During the 2024-2025 school year, we will increase the percentage of kindergarten through second grade students demonstrating math proficiency from 62% to 70% as determined by a quantile measure.
-------------------------------------	---

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 kindergarten through second grade teachers will		Performance Target: All teachers will utilize the mathematical modeling framework in their math lessons, utilizing student-centered word problems.

<p>incorporate meaningful, student-centered (real-life) word problems during their opening lessons using the mathematical modeling framework.</p>	<p>Implementation (include person responsible): During preplanning a professional learning session will be conducted by Jelisa Stokes centered on mathematical processes and modeling based on our schoolwide data from 2023-2024. Weekly collaborative meetings will be centered on common math assessment data. The administrative team is working with the math representative from each grade level to create common math assessments and an assessment plan. These plans are posted in our Eastvalley CTLS Community. At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Jelisa Stokes will provide professional learning tailored to the needs of each team and model lessons as needed for teachers. The administrative team will conduct monthly walks to provide specific feedback. The administrative team will also provide feedback for teams after collaborative team meetings.</p> <p>Teachers will utilize the District Coursework for math instruction.</p> <p>Artifacts: Evidence will include walkthrough data and common assessment data used to measure growth. This data will be discussed during weekly collaborative team meetings (CCC). Artifacts to include assessment plans data, CCC agendas/notes.</p> <p>Progress Monitoring: Administrative Team will complete classroom walkthroughs with feedback each month to specific teachers. Feedback will be shared with teachers via email. We will list strengths and areas for growth where needed.</p> <p>August-Observing Positive Learning Environment (Meador K-2 and Specialist; Spooner 3-5 and SPED) September-Observing Instructional Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist) October-Observing Differentiated Instruction (Meador K-2 and Specialist; Spooner 3-5 and SPED) November-Observing Academically Challenging Environment (Meador 3-5 and SPED; Spooner K-2 and Specialist) January/February-Observing Mathematical Modeling Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED) March-Observing Mathematical Practices Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED) April-Observing Differentiated Instruction (Meador 3-5 and SPED; Spooner K-2 and Specialist)</p>
	<p>Performance Target:</p> <p>Implementation (include person responsible):</p>

	Artifacts: Progress Monitoring:
--	--

GOAL #4 Math (3-5)	During the 2024-2025 school year, we will increase the percentage of third through fifth grade students demonstrating math proficiency at a Level 3 or greater from 47% to 55% as measured by the Georgia Milestone 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?
All third through fifth grade teachers will incorporate meaningful, student-centered (real-life) word problems during their opening lessons using the mathematical modeling framework.		<p>Performance Target: All teachers will utilize the mathematical modeling framework in their math lessons, utilizing student-centered word problems.</p> <p>Implementation (include person responsible): During preplanning a professional learning session will be conducted by Jelisa Stokes centered on mathematical processes and modeling based on our schoolwide data from 2023-2024. Weekly collaborative meetings will be centered on common math assessment data. The administrative team is working with the math representative from each grade level to create common math assessments and an assessment plan. These plans are posted in our Eastvalley CTLS Community. At each weekly meeting, standards will be discussed with appropriate strategies for identifying and addressing learning gaps, intervention strategies, and instructional strategies. Jelisa Stokes will provide professional learning tailored to the needs of each team and model lessons as needed for teachers. The administrative team will conduct monthly walks to provide specific feedback. The administrative team will also provide feedback for teams after collaborative team meetings.</p> <p>Teachers will utilize the District Coursework for math instruction.</p>

Cobb County School District SSP Elementary Schools

	<p>Artifacts: Evidence will include walkthrough data and common assessment data used to measure growth. This data will be discussed during weekly collaborative team meetings (CCC). Artifacts to include assessment plans data, CCC agendas/notes.</p> <p>Progress Monitoring: Administrative Team will complete classroom walkthroughs with feedback each month to specific teachers. Feedback will be shared with teachers via email. We will list strengths and areas for growth where needed.</p> <p>August-Observing Positive Learning Environment (Meador K-2 and Specialist; Spooner 3-5 and SPED) September-Observing Instructional Strategies (Meador 3-5 and SPED; Spooner K-2 and Specialist) October-Observing Differentiated Instruction (Meador K-2 and Specialist; Spooner 3-5 and SPED) November-Observing Academically Challenging Environment (Meador 3-5 and SPED; Spooner K-2 and Specialist) January/February-Observing Mathematical Modeling Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED) March-Observing Mathematical Practices Strategies (Meador K-2 and Specialist; Spooner 3-5 and SPED) April-Observing Differentiated Instruction (Meador 3-5 and SPED; Spooner K-2 and Specialist)</p>
	<p>Performance Target:</p> <p>Implementation (include person responsible):</p> <p>Artifacts:</p> <p>Progress Monitoring:</p>

GOAL #5 School Selected	During the 2024-2025 school year, we will create and utilize a system of common language and expectations to provide proactive and positive behavioral support for students using PBIS.
--	---

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 staff members will consistently utilize a system of common language and expectations to recognize students' positive behavior.		Performance Target: All staff members will be trained to serve as positive role models and acknowledge positive behaviors.
		<p> Implementation (include person responsible): Our school-wide PBIS team, consisting of one representative from each team in the building met with teachers during post planning to give an overview of our new PBIS plan. This team worked throughout the 23-24 school year to create an implementation plan for the 24-25 school year. July 29- PBIS team presents lesson plans and rollout for expectations to staff. Teams create classroom expectations to mirror schoolwide expectations. Introduction and training on PBIS rewards will be given to staff. Expectations for rewards and point values will be set with each team. </p> <p> The PBIS team has created lessons for the following topics. Teachers will utilize these lessons on the following dates: </p> <ul style="list-style-type: none"> August 1-class introductions to PBIS, launch of PBIS Rewards program, build classroom matrix-create routines and procedures with students. August 5-9- hallway expectations lessons August 12-16- cafeteria expectations August 20-23-restroom expectations August 26-30-recess expectations August 29 our PBIS coach will provide professional learning on minor behavior reporting. On September 3 we will launch minor behavior reporting plan. September 19 professional learning check-in on goal setting for reteaching expectations after the break. September 30-October 4 reteach based on September 19 goals and data. October 15-18 family communication regarding PBIS rewards during conferences. November 21-PBIS professional learning by Jelisa Stokes to check in on goal setting for reteaching expectations after the break. December 2-6-teachers reteach expectations based on goals and data. January 3-PBIS professional learning by Jelisa Stokes

Cobb County School District SSP Elementary Schools

	<p>January 6-10 teachers will reteach expectations based on data and goals. February 13-PBIS professional learning by Jelisa Stokes to check in on goal setting and reteaching expectations after the break. February 24-28 teachers will reteach based on February 13 data and expectations. April 3-Jelisa Stokes will provide a check in/goal setting for reteaching expectations after the break. April 14-18 teachers will reteach based on April 3 data and goals.</p> <p>Administration has scheduled and planned quarterly behavior celebrations to recognize students meeting certain point requirements. October 11-Recess celebration December 18-Silent disco March 14-Recess celebration May 16-Splash celebration</p> <p>Our PBIS team will collaborate with CCSD's Positive School Culture Department to implement positive behavioral interventions and supports.</p> <p>Artifacts: Artifacts collected will be our continuous PL schedule and notes. Discipline data will be collected each quarter.</p> <p>Progress Monitoring:</p>
	<p>Performance Target:</p> <p>Implementation (include person responsible):</p>

	Artifacts:
	Progress Monitoring:

Final Notes

Principal Signature

Assistant Superintendent

--