

School Name: Rocky Mount Elementary
Date: 7.21.26

GOAL #1 Literacy (K-2)	During the 2026-2027 school year, we will increase the percentage of students reaching the prepared level in grades 1-2 from (baseline to be determined) in Fall 2026 to (3% increase from baseline) in Spring 2027 as measured by the scaled scores on 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 – 5 th grade teachers will analyze ELA assessments quarterly with the TTIS to improve remedial/enrichment small group student instruction as indicated by formative observation data.		Performance Target: 100% of our classroom teachers will meet once each quarter during the school year with our CCSD TTIS to develop common formative assessments and once each quarter during the school year to analyze data and adjust instruction accordingly Implementation (include person responsible): Classroom teachers will receive training once a quarter with our TTIS to develop assessments through CTLS that correlate with ELA standards. The TTIS will then meet with the team to dive into the data collected from the created assessment. Teachers will use the information collected to make adjustments to instruction. CTLS Assess training includes creation, reports, data analysis, and the next steps for continued use. CCC follow-up support – looking at data and making informed decisions Opportunities for TTIS led-model lessons with teachers throughout the year Planned on-site support for teacher needs (hardware/software/training/lessons) Additional support as requested/needed by admin and teachers Artifacts:

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

GOAL #2 Literacy (3-5)	During the 2026-2027 school year, we will increase the percentage of students reaching the prepared level in grades 3-5 from (baseline to be determined) in Fall 2026 to (3% increase from baseline) in Spring 2027 as measured by the scaled scores on 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 – 5 th grade teachers will analyze ELA assessments quarterly with the TTIS to improve remedial/enrichment small group student instruction as indicated by formative observation data.		Performance Target: 100% of our classroom teachers will meet once each quarter during the school year with our CCSD TTIS to develop common formative assessments and once each quarter during the school year to analyze data and adjust instruction accordingly Implementation <i>(include person responsible)</i>: Classroom teachers will receive training once a quarter with our TTIS to develop assessments through CTLS that correlate with ELA standards. The TTIS will then meet with the team to dive into the data collected from the created assessment. Teachers will use the information collected to make adjustments to instruction.

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		CTLS Assess training includes creation, reports, data analysis, and the next steps for continued use. CCC follow-up support – looking at data and making informed decisions Opportunities for TTIS led-model lessons with teachers throughout the year Planned on-site support for teacher needs (hardware/software/training/lessons) Additional support as requested/needed by admin and teachers Artifacts: Progress Monitoring:
		Performance Target: Implementation (<i>include person responsible</i>): Artifacts: Progress Monitoring:
GOAL #3 Math (K-2)	During the 2026-2027 school year, we will increase the percentage of students reaching the prepared level in grades K-2 from (baseline to be determined) in Fall 2026 to (3% increase from baseline) in Spring 2027 as measured by the scaled scores on 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?
Kindergarten – 5 th grade teachers will analyze Math assessments quarterly with the TTIS to improve remedial/enrichment small group student instruction as indicated by formative observation data.		Performance Target: 100% of our classroom teachers will meet once each quarter during the school year with our CCSD TTIS to develop common formative assessments and once each quarter during the school year to analyze data and adjust instruction accordingly
		Implementation (include person responsible): Classroom teachers will receive training once a quarter with our TTIS to develop assessments through CTLS that correlate with Math standards. The TTIS will then meet with the team to dive into the data collected from the created assessment. Teachers will use the information collected to make adjustments to instruction. CTLS Assess training includes creation, reports, data analysis, and the next steps for continued use. CCC follow-up support – looking at data and making informed decisions Opportunities for TTIS led-model lessons with teachers throughout the year Planned on-site support for teacher needs (hardware/software/training/lessons) Additional support as requested/needed by admin and teachers
		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation (include person responsible):

	Artifacts:
	Progress Monitoring:

GOAL #4 Math (3-5)	During the 2026-2027 school year, we will increase the percentage of students scoring a level 3 and 4 from 73% to 76% as measured by the Math GA Milestones End of Grade 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 – 5 th grade teachers will analyze Math assessments quarterly with the TTIS to improve remedial/enrichment small group student instruction as indicated by formative observation data.		Performance Target: 100% of our classroom teachers will meet once each quarter during the school year with our CCSD TTIS to develop common formative assessments and once each quarter during the school year to analyze data and adjust instruction accordingly
		Implementation (include person responsible): Classroom teachers will receive training once a quarter with our TTIS to develop assessments through CTLS that correlate with Math standards. The TTIS will then meet with the team to dive into the data collected from the created assessment. Teachers will use the information collected to make adjustments to instruction. CTLS Assess training includes creation, reports, data analysis, and the next steps for continued use. CCC follow-up support – looking at data and making informed decisions Opportunities for TTIS led-model lessons with teachers throughout the year Planned on-site support for teacher needs (hardware/software/training/lessons) Additional support as requested/needed by admin and teachers
		Artifacts:

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

Final Notes**Principal Signature**

Assistant Superintendent