

*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: Rocky Mount Elementary

Monitoring Date: 9.12.24

GOAL #1
Literacy (K-2)

During the 2024-2025 school year, we will increase the percentage of students demonstrating reading proficiency in grades 1-2 from 40% (baseline data from Spring 2024) to 42% as measured by 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?
Teachers will implement CCSD Advanced Learning Program quarterly trainings on Rigor and Relevance Continuum Theory including the Thinking Continuum and the Action Continuum to reach students through question 4 as measured by TKES walkthroughs and formatives.		<p>Performance Target: 100% of our classroom teachers will meet quarterly with the CCSD Advanced Learning Program (ALP) to develop evidence-based reading/ELA strategies to reach students through question 4 by May 2025.</p> <p>Implementation (include person responsible): Pre-planning: Leadership Team will be introduced to the expectations for professional learning with the CCSD ALP. Quarter 1: August 14th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 1 standards. Session 1: Focus on Rigor and Relevance-The Theory. ALP will review the article “Reaching for Rigor-School Strategies to Develop Student Ownership and Responsibility.” Quarter 1: August 21st, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 2: November 6th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 2 standards. Session 2: Focus on Increasing rigor through questioning. ALP will review the article “The ABCs of Rigorous Learning Design” and “Save the Last Word for Me”. Quarter 2: November 13th, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 3: January 22nd, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 3 standards. Session 3: Focus on Rigor and Relevance in Practice-Designing Relevant Instruction. ALP will review chapter 5 from “Architects for Deeper Learning”.</p>

	<p>Quarter 3: January 26th, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Quarter 4: March 26th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 4 standards. Session 4: ALP review all strategies used and how to implement in quarter 4.</p> <p>Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Artifacts: CCC minutes and lesson plans stating the question 4 strategy being used for the quarter. TKES Walkthrough and formatives documenting #8 Academically Challenging Environment activities used.</p> <p>Progress Monitoring: The building leadership team will review walkthrough and formative data at the end of the 1st and 2nd quarter to monitor implementation of ALP strategies learned during professional learning.</p>
	<p>Performance Target:</p> <p>Implementation (include person responsible):</p> <p>Artifacts:</p> <p>Progress Monitoring:</p>

GOAL #2 Literacy (3-5)	During the 2024-2025 school year, the percentage of students scoring level 1 & 2 will decrease from 27% (baseline percentage in Spring 2024) to 26% as measured by the ELA Georgia Milestones End of Grade 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?
<p>Teachers will implement CCSD Advanced Learning Program quarterly trainings on Rigor and Relevance Continuum Theory including the Thinking Continuum and the Action Continuum to reach students through question 4 as measured by TKES walkthroughs and formatives.</p>		<p>Performance Target: 100% of our classroom teachers will meet quarterly with the CCSD Advanced Learning Program (ALP) to develop evidence-based reading/ELA strategies to reach students through question 4 by May 2025.</p> <p>Implementation (include person responsible): Pre-planning: Leadership Team will be introduced to the expectations for professional learning with the CCSD ALP. Quarter 1: August 14th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 1 standards. Session 1: Focus on Rigor and Relevance-The Theory. ALP will review the article “Reaching for Rigor-School Strategies to Develop Student Ownership and Responsibility.” Quarter 1: August 21st, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 2: November 6th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 2 standards. Session 2: Focus on Increasing rigor through questioning. ALP will review the article “The ABCs of Rigorous Learning Design” and “Save the Last Word for Me”. Quarter 2: November 13th, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 3: January 22nd, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 3 standards. Session 3: Focus on Rigor and Relevance in Practice-Designing Relevant Instruction. ALP will review chapter 5 from “Architects for Deeper Learning”. Quarter 3: January 26th, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 4: March 26th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 4 standards. Session 4: ALP review all strategies used and how to implement in quarter 4. Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Artifacts: CCC minutes and lesson plans stating the question 4 strategy being used for the quarter. TKES Walkthrough and formatives documenting #8 Academically Challenging Environment activities used.</p> <p>Progress Monitoring: The building leadership team will review walkthrough and formative data at the end of the 1st and 2nd quarter to monitor implementation of ALP strategies learned during professional learning.</p>

	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 students scoring in the advanced level in grades K-2 from 30% (baseline data from Spring 2024) to 32% above Spring 2024 baseline as measured by scaled scores on 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?
Teachers will implement CCSD Advanced Learning Program quarterly trainings on Rigor and Relevance Continuum Theory including the Thinking Continuum and the Action Continuum to reach students through		Performance Target: 100% of our classroom teachers will meet quarterly with the CCSD Advanced Learning Program (ALP) to develop evidence-based math strategies to reach students through question 4 by May 2025. Implementation <i>(include person responsible):</i> Pre-planning: Leadership Team will be introduced to the expectations for professional learning with the CCSD ALP.

Cobb County School District SSP Elementary Schools

question 4 as measured by TKES walkthroughs and formatives.

Quarter 1: August 14th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 1 standards. Session 1: Focus on Rigor and Relevance-The Theory. ALP will review the article “Reaching for Rigor-School Strategies to Develop Student Ownership and Responsibility.”

Quarter 1: August 21st, TTIS will meet with classroom teachers to introduce new technology to support ALP training.

Quarter 2: November 6th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 2 standards. Session 2: Focus on Increasing rigor through questioning. ALP will review the article “The ABCs of Rigorous Learning Design” and “Save the Last Word for Me”.

Quarter 2: November 13th, TTIS will meet with classroom teachers to introduce new technology to support ALP training.

Quarter 3: January 22nd, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 3 standards. Session 3: Focus on Rigor and Relevance in Practice-Designing Relevant Instruction. ALP will review chapter 5 from “Architects for Deeper Learning”.

Quarter 3: January 26th, TTIS will meet with classroom teachers to introduce new technology to support ALP training.

Quarter 4: March 26th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 4 standards. Session 4: ALP review all strategies used and how to implement in quarter 4.

Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.

Artifacts:

CCC minutes and lesson plans stating the question 4 strategy being used for the quarter.
TKES Walkthrough and formatives documenting #8 Academically Challenging Environment activities used.

Progress Monitoring: The building leadership team will review walkthrough and formative data at the end of the 1st and 2nd quarter to monitor implementation of ALP strategies learned during professional learning.

Performance Target:

Implementation *(include person responsible):*

	Artifacts:
	Progress Monitoring:

GOAL #4 Math (3-5)	During the 2024-2025 school year, we will increase the percentage of students scoring in the advanced level from 32% (baseline from Spring 2024) to 34% as measured by the Math Georgia Milestones End of Grade 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?
Teachers will implement CCSD Advanced Learning Program quarterly trainings on Rigor and Relevance Continuum Theory including the Thinking Continuum and the Action Continuum to reach students through question 4 as measured by TKES walkthroughs and formatives.		Performance Target: 100% of our classroom teachers will meet quarterly with the CCSD Advanced Learning Program (ALP) to develop evidence-based math strategies to reach students through question 4 by May 2025.
		Implementation (include person responsible): Pre-planning: Leadership Team will be introduced to the expectations for professional learning with the CCSD ALP. Quarter 1: August 14 th , classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 1 standards. Session 1: Focus on Rigor and Relevance-The Theory. ALP will review the article “Reaching for Rigor-School Strategies to Develop Student Ownership and Responsibility.” Quarter 1: August 21 st , TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 2: November 6 th , classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 2 standards. Session 2: Focus on Increasing rigor through questioning. ALP will review the article “The ABCs of Rigorous Learning Design” and “Save the Last Word for Me”. Quarter 2: November 13 th , TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 3: January 22 nd , classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 3 standards. Session 3: Focus on Rigor and Relevance in Practice-Designing Relevant Instruction. ALP will review chapter 5 from “Architects for Deeper Learning”.

	<p>Quarter 3: January 26th, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Quarter 4: March 26th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 4 standards. Session 4: ALP review all strategies used and how to implement in quarter 4.</p> <p>Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p> <p>Artifacts: CCC minutes and lesson plans stating the question 4 strategy being used for the quarter. TKES Walkthrough and formatives documenting #8 Academically Challenging Environment activities used.</p> <p>Progress Monitoring: The building leadership team will review walkthrough and formative data at the end of the 1st and 2nd quarter to monitor implementation of ALP strategies learned during professional learning.</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, Rocky Mount staff will focus on Question 4 in the CCC process by implementing one new strategy each quarter in math and reading to challenge students at a higher 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?
Teachers will implement CCSD Advanced Learning Program quarterly trainings on Rigor and Relevance Continuum Theory including the Thinking Continuum and the Action Continuum to reach students through question 4 as measured by TKES walkthroughs and formatives.		<p>Performance Target: 100% of our classroom teachers will meet quarterly with the CCSD Advanced Learning Program (ALP) to develop evidence-based ELA/reading/math strategies to reach students through question 4 by May 2025.</p> <p>Implementation (include person responsible): Pre-planning: Leadership Team will be introduced to the expectations for professional learning with the CCSD ALP. Quarter 1: August 14th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 1 standards. Session 1: Focus on Rigor and Relevance-The Theory. ALP will review the article “Reaching for Rigor-School Strategies to Develop Student Ownership and Responsibility.” Quarter 1: August 21st, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 2: November 6th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 2 standards. Session 2: Focus on Increasing rigor through questioning. ALP will review the article “The ABCs of Rigorous Learning Design” and “Save the Last Word for Me”. Quarter 2: November 13th, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 3: January 22nd, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 3 standards. Session 3: Focus on Rigor and Relevance in Practice-Designing Relevant Instruction. ALP will review chapter 5 from “Architects for Deeper Learning”. Quarter 3: January 26th, TTIS will meet with classroom teachers to introduce new technology to support ALP training. Quarter 4: March 26th, classroom teachers will meet with the CCSD ALP to focus on question 4 for quarter 4 standards. Session 4: ALP review all strategies used and how to implement in quarter 4. Quarter 4: April 2nd, TTIS will meet with classroom teachers to introduce new technology to support ALP training.</p>

	<p>Artifacts: CCC minutes and lesson plans stating the question 4 strategy being used for the quarter. TKES Walkthrough and formatives documenting #8 Academically Challenging Environment activities used.</p> <p>Progress Monitoring: The building leadership team will review walkthrough and formative data at the end of the 1st and 2nd quarter to monitor implementation of ALP strategies learned during professional learning.</p>
	<p>Performance Target:</p> <p>Implementation (<i>include person responsible</i>):</p> <p>Artifacts:</p> <p>Progress Monitoring:</p>

Final Notes

Principal Signature

Assistant Superintendent