

*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: Tritt Elementary School

Monitoring Date: 2025-2026

GOAL #1
Literacy (K-2)

During the 2025-2026 school year, we will increase the percentage of students demonstrating literacy proficiency in grades 1-2 from 39.3% to 75% as measured by students scoring in the “prepared” level of 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?
K-2 teachers will implement the new Tier 1 ELA resources for foundational writing in their daily literacy blocks to increase students’ literacy proficiency as evidenced by data collected with the districtwide ELA walkthrough form.		<p>Performance Target: 100% of our classroom teachers will implement the new Tier 1 ELA resources for foundational writing skills.</p> <p>Implementation (include person responsible): <u>Pre-Planning</u></p> <ul style="list-style-type: none"> • Leadership team will set expectations for daily implementation of the new Tier 1 ELA resources. • Classroom teachers will have scheduled time to preview foundational writing resources within the new Tier 1 ELA resource. <p><u>Quarter 1</u></p> <ul style="list-style-type: none"> • Teachers will collaborate on the new writing resources, specifically pacing guides and daily schedules, on August 18 (Digital Learning Day). • Grade level teams will collaborate to utilize common pacing and schedules. • Grade level teams will review data from common assessments inside their CCCs. • Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 2

- Teachers will collaborate on the new writing resources, specifically shared grading, on November 4 (Election Day).
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 3

- During CCC meetings, teachers will continue to focus on writing, guided by the four questions.
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 4

- During CCC meetings, teachers will continue to focus on writing, guided by the four questions.
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Artifacts:Pre-Planning

- Classroom daily schedules

Quarter 1

- Common assessments
- CCC Meeting Minutes
- Reflection and goal setting sheet

Quarter 2

- Common assessments
- CCC Meeting Minutes
- Reflection and goal setting sheet

		<p><u>Quarter 3</u></p> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <p><u>Quarter 4</u></p> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <p>Progress Monitoring: <u>Beacon "Prepared" Level based on Lexile</u></p> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year:
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GOAL #2 Literacy (3-5)	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 79.7% to 89.7% as measured by the End of Grade ELA 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?
3-5 teachers will implement the new Tier 1 ELA resources for writing in their daily literacy blocks to increase students' literacy proficiency as evidenced by data collected with the districtwide ELA walkthrough form.		<p>Performance Target: 100% of our classroom teachers will implement the new Tier 1 ELA resources for foundational writing skills.</p> <p>Implementation (include person responsible): <u>Pre-Planning</u></p> <ul style="list-style-type: none"> • Leadership team will set expectations for daily implementation of the new Tier 1 ELA resources. • Classroom teachers will have scheduled time to preview foundational writing resources within the new Tier 1 ELA resource.

Quarter 1

- Teachers will collaborate on the new writing resources, specifically pacing guides and daily schedules, on August 18 (Digital Learning Day).
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 2

- Teachers will collaborate on the new writing resources, specifically shared grading, on November 4 (Election Day).
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 3

- During CCC meetings, teachers will continue to focus on writing, guided by the four questions.
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Quarter 4

- During CCC meetings, teachers will continue to focus on writing, guided by the four questions.
- Grade level teams will collaborate to utilize common pacing and schedules.
- Grade level teams will review data from common assessments inside their CCCs.
- Each grade level team will be scheduled for ½ day collaboration, focusing on vertical classroom walks, and/or partner school walks, reflection, and planning.

Artifacts:Pre-Planning

- Classroom daily schedules

Quarter 1

- Common assessments

	<ul style="list-style-type: none"> • CCC Meeting Minutes • Reflection and goal setting sheet <p><u>Quarter 2</u></p> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <p><u>Quarter 3</u></p> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <p><u>Quarter 4</u></p> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <p>Progress Monitoring: <u>Beacon “Prepared” Level based on Lexile</u></p> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year:
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GOAL #3 Math (K-2)	During the 2025-26 school year, we will increase the percentage of students demonstrating math proficiency in grades 1-2 from 16.5% to 70% as measured by students scoring in the “prepared” level of 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?
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K-2 Teachers will utilize hands on manipulatives to build math fluency as evidenced by lesson plans and classroom observations.

Performance Target:

100% of our classroom teachers will implement manipulatives to build math fluency.

Implementation (include person responsible):
Pre-Planning

- Leadership team will set expectations for implementation of math manipulatives.
- Classroom teachers will have scheduled time to preview manipulatives provided by CCSD.

Quarter 1

- Danielle Lanigan (CCSD Math) will provide professional learning to the staff on incorporating manipulatives
- Administration will conduct mini-focus walks for hands-on math 3rd-5th grades during the week of August 25-29.
- Administration will conduct mini-focus walks for hands-on math in K-2nd grades during the week of September 2-7.

Quarter 2

- Danielle Lanigan (CCSD Math) will provide professional learning to the staff on incorporating manipulatives

Quarter 3

- Administration will conduct mini-focus walks for hands-on math in 3rd-5th grades during the week of February 23 – February 27.
- Administration will conduct mini-focus walks for hands-on math in K-2nd grades during the week of March 3 – 6.

Quarter 4

- School-wide implementation data will be reviewed together.
- Grade levels will reflect and adjust plans

Artifacts:
Pre-Planning

- Daily Schedule

Quarter 1

- Professional Learning Presentation
- Common assessments
- CCC Meeting Minutes
- Reflection and goal setting sheet

Quarter 2

- Professional Learning Presentation
- Common assessments

		<ul style="list-style-type: none"> • CCC Meeting Minutes • Reflection and goal setting sheet <u>Quarter 3</u> <ul style="list-style-type: none"> • Professional Learning Presentation • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet <u>Quarter 4</u> <ul style="list-style-type: none"> • Common assessments • CCC Meeting Minutes • Reflection and goal setting sheet
		Progress Monitoring: <u>Beacon "Prepared" Level based on Quantile</u> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year:

GOAL #4 Math (3-5)	During the 2025-2026 school year, we will increase the percentage of students in grades 3-5 scoring in the proficient range (level 3 or 4) from 82.9% to 92.9% as measured by the End of Grade Math 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?
3-5 Teachers will utilize hands on manipulatives to build math fluency as evidenced by lesson plans and classroom observations.		Performance Target: 100% of our classroom teachers will implement manipulatives to build math fluency.
		Implementation (include person responsible): <u>Pre-Planning</u> <ul style="list-style-type: none"> • Leadership team will set expectations for implementation of math manipulatives. • Classroom teachers will have scheduled time to preview manipulatives provided by CCSD.

Quarter 1

- Danielle Lanigan (CCSD Math) will provide professional learning to the staff on incorporating manipulatives
- Administration will conduct mini-focus walks for hands-on math 3rd-5th grades during the week of August 25-29.
- Administration will conduct mini-focus walks for hands-on math in K-2nd grades during the week of September 2-7.

Quarter 2

- Danielle Lanigan (CCSD Math) will provide professional learning to the staff on incorporating manipulatives

Quarter 3

- Administration will conduct mini-focus walks for hands-on math in 3rd-5th grades during the week of February 23 – February 27.
- Administration will conduct mini-focus walks for hands-on math in K-2nd grades during the week of March 3 – 6.

Quarter 4

- School-wide implementation data will be reviewed together.
- Grade levels will reflect and adjust plans

Artifacts:Pre-Planning

- Daily Schedule

Quarter 1

- Professional Learning Presentation
- Lesson plans

Quarter 2

- Professional Learning Presentation
- Reflection and goal-setting page
- Lesson plans

Quarter 3

- Professional Learning Presentation
- Data from mini-observation form
- Lesson plans

Quarter 4

- Reflection and goal-setting page
- Lesson plans

	Progress Monitoring: <u>Beacon "Prepared" Level based on Quantile</u> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year: <u>Reflection and Goal Setting Sheet</u> <ul style="list-style-type: none"> • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4:
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GOAL #5 School Selected	During the 2025-2026 school year, teachers will increase their knowledge of technology tools to increase student engagement and teacher productivity.
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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?
Tritt Elementary will provide all K-5 teachers with quarterly professional learning sessions focused on technology integration, as evidenced by classroom observations of implementation.		Performance Target: 100% of K–5 teachers will demonstrate effective use of educational technology tools to enhance student engagement and improve instructional efficiency, as evidenced by lesson plans and classroom observations following participation in a quarterly technology-focused professional development sessions.
		Implementation (include person responsible): <ul style="list-style-type: none"> • All trainings provided by CCSD TTIS department. • Trainings will be split by grade level band. • Quarter 1 <ul style="list-style-type: none"> ○ K-2: Nearpod ○ 3-5: Flocabulary • Quarter 2 <ul style="list-style-type: none"> ○ K-2: Reading Progress ○ 3-5: Canva • Quarter 3

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- K-2: Flocabulary
- 3-5: Nearpod
- Quarter 4
 - K-2: Canva
 - 3-5: Reading Progress

Artifacts:

- Training Rosters
- Training presentations
- Lesson plans
- Classroom observations

Progress Monitoring:

- Pre and post teacher surveys
- Exit tickets
- Teacher Self-Assessment

Final Notes**Principal Signature****Assistant Superintendent**

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