

School Name:
Teasley Elementary
Date:
June 12, 2025

GOAL #1 Literacy (K-2)	<p>The percent of first grade students identified as “Prepared” in foundational reading skills will increase by at least 5% from 52% prepared to 57% prepared by the end of the year as indicated on the SY 26 Beacon compared to SY 25.</p> <p>The percent of second grade students identified as “Prepared” in foundational reading skills will increase by at least 5% from 58% prepared to 63% prepared by the end of the year as indicated on the SY 26 Beacon compared to SY 25.</p>
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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?
K-2 Teachers will Implement targeted small-group instruction daily in phonics and fluency for students as evidenced by Instructional walkthroughs data and common formative assessments.	8/4/25	<p>Performance Target: 100% of K-2 teachers will implement daily, targeted small group instruction.</p> <hr/> <p>Implementation (include person responsible): Daily: Teachers will dedicate a consistent 15–20 minute block in the 120- minute literacy block for targeted small groups focused on phonics and fluency using UFLI lessons.</p> <p>Weekly: Teachers will meet weekly in CCCs with administration and Lead EIP teachers to review student progress and regroup students accordingly. Teachers will review and analyze instructional walkthrough trends and refine strategies. Each week in CCCs, the grade level team will highlight a specific phonics skill or fluency strategy aligned with the scope and sequence</p> <p>Ongoing: Admin and EIP teachers will continue regular walkthroughs to collect trends and guide PD. Admin and EIP Lead teacher will provide ongoing training in evidence-based phonics and fluency strategies.</p>

		<div></div> <div> Artifacts: CCCs Meeting notes and agenda Instructional walkthrough data Data from assessments: Amira, Beacon, common assessments </div> <div> Progress Monitoring: The Teasley Administrative Leadership Team will review walkthrough data at the end of each quarter to monitor implementation of small group instruction. The building leadership team will review common assessment data with K-2 teachers monthly in CCCs to monitor progress. </div>
Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	8/4/25	<div> Performance Target: 100% of K-2 Teachers will implement the new Tier 1 ELA resource during the 120-minute Literacy block. </div> <div> Implementation: Daily: Teachers will deliver daily ELA lessons using district-adopted Tier 1 curriculum with fidelity. Weekly: Teachers will review small group data and update groups as needed. During CCCs, teachers will reflect on walkthrough trends and lesson alignment. Teachers will plan for differentiated instruction and intervention. Ongoing: Teachers will use walkthrough feedback and assessment trends to adjust pacing and instructional focus. Teachers will track student growth through a variety of formative assessments. </div> <div> Artifacts: Instructional walkthrough data. CCC planning minutes and grade level scope/sequence </div> <div> Progress Monitoring: The Teasley Administrative Leadership Team will review walkthrough data at the end of each quarter to monitor implementation of small group instruction. The building leadership team will review common assessment data with K-2 teachers monthly in CCCs to monitor progress. </div>

GOAL #2 Literacy (3-5)	<p>The percent of 3rd grade students scoring level 3 and 4 will increase from 48% to 51% as indicated by the SY 26 Milestones compared to SY 25 Milestones.</p> <p>The percent of 4th grade students scoring level 3 and 4 will increase from 52% to 55% as indicated by the SY 26 Milestones compared to SY 25 Milestones.</p> <p>The percent of 5th grade students scoring level 3 and 4 will increase from 52% to 55% as indicated by the SY 26 Milestones compared to SY 25 Milestones.</p>
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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?
<p>Grade 3-5 Teachers will implement small-group, targeted reading instruction focusing on comprehension strategies (e.g., main idea, inference, summarizing) for students identified for Milestone Focus groups(students close to moving achievement levels 2: Developing Learner to 3: Proficient Learner; and 3: Proficient Learner to 4: Distinguished Learner).</p>	<p>8/4/25</p>	<p>Performance Target: 100% of teachers will implement targeted small group reading plans focused on rigor and extension of student knowledge.</p> <p>Implementation (include person responsible):</p> <p>Ongoing: Teachers will meet with CCC, admin and EIP teacher for long term planning and professional learning based on data walks and review, instructional walks, and common assessment data. Teachers will review data from all diagnostic and formative assessments: Beacon</p> <p>Weekly: Teachers will collaborate and plan in CCCs with a focus on assessment data informing instructional decisions. Teachers will post small group lessons for Milestone focus groups on TEAMS for admin review. Admin and EIP Lead will complete instructional walks and provide prompt feedback.</p> <p>Daily: Teachers will implement small group lessons during the 120 minute literacy block.</p> <p>Artifacts: CCC meeting agenda and notes. Small group reading plans in TEAMS. Walk through data from admin and EIP Lead. Assessment data from Beacon and common formative assessments.</p>

	Progress Monitoring: The administrative leadership team will review walkthrough data at the end of each quarter to monitor implementation of the small group reading instruction during the 120 minute literacy block. The administrative building leadership team will review common assessment data with teams monthly during CCCs to monitor progress towards goal.
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GOAL #3 Math (K-2)	<p>Increase the percentage of K students scoring “Prepared” in Numerical Reasoning by at least 5% from 22% to 27% by the end of the school year through targeted instruction focused on number sense, problem-solving, and early operations as indicated on the SY 26 Beacon compared to SY 25.</p> <p>Increase the percentage of 1st grade students scoring “Prepared” in Numerical Reasoning by at least 5% from 30% to 35% by the end of the school year through targeted instruction focused on number sense, problem-solving, and early operations as indicated on the SY 26 Beacon compared to SY 25.</p> <p>Increase the percentage of 2nd grade students scoring “Prepared” in Numerical Reasoning by at least 5% from 34% to 39% by the end of the school year through targeted instruction focused on number sense, problem-solving, and early operations as indicated on the SY 26 Beacon compared to SY 25.</p>
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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 daily number sense routines (e.g., Number Talks, counting collections, subitizing, and number lines) as indicated by instructional walkthroughs.	8/4/25	Performance Target: 100% of teachers will implement daily, focused number sense routines.
		Implementation (include person responsible): Daily: Teachers will implement a 5-10 number sense routine at the beginning of the math instructional block. Teachers will use visuals and manipulatives to deepen understanding of number sense, relationship between numbers and place value. Weekly: Teachers will collaborate with team in CCCs to plan routines that target standards and build math number sense.

		<p>Teachers will use formative data to build flexible small groups for targeted instruction.</p> <p>Ongoing: Administration and EIP lead will implement walkthroughs to observe the math instructional block with a focus on number sense routines.</p> <p>Teachers will track student growth in use of number sense strategies through observation notes and formative assessments.</p> <p>Artifacts: CCC agendas and meeting notes Data from instructional walks Data from Common Formative assessments</p> <p>Progress Monitoring: The Administrative Leadership Team will review walkthrough data at the end of each quarter to monitor the implementation of focused number sense routines.</p>
1 st and 2 nd grade teachers will implement a targeted small group math lesson to provide rigorous instruction as indicated by instructional walk-through data and common unit assessments.	8/4/25	<p>Performance Target: 100% of teachers will implement targeted small group math lesson plans with rigor.</p> <p>Implementation (include person responsible): Ongoing: Teachers will mee in their CCCs with EIP lead and administration for long term planning and professional development based on data walks/cycles.</p> <p>Weekly: Teachers will plan in CCC using our focused small group lesson plan template. Teachers will post small group lesson plan in TEAMS for admin to review. Administration and EIP Lead will complete walkthroughs to observe the lesson plan implementation. Teachers will implement a minimum of 2 intervention blocks weekly using the focused small group lesson plan template.</p> <p>Daily: Teachers will implement the math lessons with all components of the lesson plan template.</p> <p>Artifacts: CCC Meeting agenda/minutes Small group lessons posted in TEAMS Walkthrough data from admin/EIP walks Data from Common Formative Assessments</p>

	Progress Monitoring: The Administrative Leadership Team will review the small group plans monthly and provide feedback. The Admin. Leadership team will review walkthrough data quarterly to evaluate the implementation of the small group lesson plan template. The Admin Leadership team will review common assessment data in grade level CCCs monthly to monitor progress toward mastery.
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GOAL #4 Math (3-5)	The percent of 3 rd grade students scoring level 3 and 4 will increase from 55% to 58% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 4 th grade students scoring level 3 and 4 will increase from 54% to 57% as indicated by the SY 26 Milestones compared to SY 25 Milestones. The percent of 5 th grade students scoring level 3 and 4 will increase from 41% to 44% as indicated by the SY 26 Milestones compared to SY 25 Milestones.
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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 rd , 4 th , and 5 th grade teachers will Implement data-driven small group instruction to extend math understanding and provide rigorous instruction targeting priority standards as indicated through data, common assessments, and instructional walks.	8/4/25	Performance Target: 100% of teachers will implement targeted small group math lessons with rigor.
		Implementation (include person responsible): Daily: Teachers will build flexible groups based on current understanding and skill level of priority standards. Teachers will implement small group math lessons using the components of the lesson plan template with a focus on extending learning with question 4. Teachers will use high-rigor tasks and questioning strategies to deepen students' mathematical thinking during small group time. Weekly: Teachers will plan in their CCC using data and the focused small group math template. Teachers will review common assessment and progress monitoring data with CCC to identify trends and student needs.

		<p>Ongoing: Teachers will meet with their CCC and EIP Lead for long term planning and professional development based on data.</p> <p>Artifacts: CCC meeting agenda/minutes Small group lessons posted in TEAMS Walkthrough data from admin and EIP Lead Data from common assessments</p> <p>Progress Monitoring: The administrative leadership team will review small group lesson plans monthly and provide feedback on extending learning (question 4). The admin. Leadership team will review instructional walkthrough data quarterly to monitor implementation of the small group lesson plan template as well as math extension and rigor in the plans. The admin. Leadership team will review grade level common assessment data with CCC team monthly to monitor progress toward mastery.</p>
Math Lead teachers and EIP Lead will provide professional learning on high-leverage math instructional strategies, including math conversations/math talk, math journals / written reflections (which will encourage metacognition and communication of reasoning), strategic use of technology tools to support students	8/4/25	<p>Performance Target: 100% of teachers will engage in professional development on high-leverage math instructional strategies.</p> <p>Implementation: Quarterly, data will be used during CCCs to identify areas where students are not showing adequate growth. The Math Action Team, teachers, and Leadership will use the data conversations to design a professional learning plan. Current CCC Leads will deliver training during CCCs or staff meetings.</p> <p>Artifacts: CCC minutes/Agenda PL plan Feedback from Instructional walks.</p> <p>Progress Monitoring: Peer observations and feedback of implemented strategies. Admin leadership instructional walkthroughs.</p>

Final Notes
Principal Signature
Elizabeth Marsili
Assistant Superintendent