School Name: Rocky Mount Elementary
Date: 6.2.25; 9.9.25

GOAL #1 Literacy (K-2)	During the 2025-2026 school year, we will increase the percentage of students reaching reading proficiency (prepared level) in grades 1-2 from 32.5% in August 2025 to 37.5% in Spring 2026 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 training based on Project Zero Thinking Routines Toolbox. Teachers will be trained on Thinking Routines and how to connect the standards to Thinking Routines to reach students through question 4.		**Performance Target: 100% of our classroom teachers will meet three times during the school year with the CCSD Advanced Learning Program (ALP) to learn strategies to think deeper on a topic to reach students through question 4 by May 2025.** **Implementation (***include person responsible***):** Teachers will receive training three times in the school year by CCSD Advanced Learning Program for the following topics: 1. What Are Thinking Routines? 2. Investigate Thinking Routines, including Compass Points 3. Connecting standards to Thinking Routines. Teachers will also meet three times with our TTIS to connect strategies learned to Challenge Based/Problem Based Learning. Teachers will use the strategies to reach students through question 4 as measured by TKES walkthroughs and formatives. August 20th – ALP provides PL to teachers September 3rd – TTIS connects ALP focus to technology September 4th-5th – Teachers collaborate on previously learned PL with team in ¼ day planning October 1st – ALP provides PL to teachers October 29th – TTIS connects ALP focus to technology November 4th - Teachers collaborate on previously learned PL with team in ¼ day planning November 12th – ALP provides PL to teachers December 3rd – TTIS connects ALP focus to technology

December 4th – 5th - Teachers collaborate on previously learned PL with team in ¼ day planning 2nd Semester: Teachers meet monthly to continue collaboration and implementation of Thinking Routines.	
Artifacts: Walkthrough and formative observations, TTIS drop-in sessions where the TTIS is observing and gives feedback when activities are being implemented.	
Progress Monitoring: Administration will attend ALP, TTIS trainings, and PL sessions. Administration will consult with TTIS after observations of Thinking Routines being implemented in the classroom. Administration will attend CCC meetings to ensure teachers are implementing Thinking Routines in the classroom. 27% 1st grade 38% 2nd grade	
Performance Target:	
Implementation (*include person responsible***):**	
Artifacts:	
Progress Monitoring:	

GOAL #2 **Literacy (3-5)**	**During the 2025-2026 school year, we will increase the percentage of students scoring in level 4 from 25% from GA Milestones 2024-2025) to 27% as measured by the ELA GA 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 training based on Project Zero Thinking Routines Toolbox. Teachers will be trained on Thinking Routines and how to connect the standards to Thinking Routines to reach students through question 4.		**Performance Target: 100% of our classroom teachers will meet three times during the school year with the CCSD Advanced Learning Program (ALP) to learn strategies to think deeper on a topic to reach students through question 4 by May 2025.**
		Implementation (*include person responsible***):** Teachers will receive training three times in the school year by CCSD Advanced Learning Program for the following topics: 1. What Are Thinking Routines? 2. Investigate Thinking Routines, including Compass Points 3. Connecting standards to Thinking Routines. Teachers will also meet three times with our TTIS to connect strategies learned to Challenge Based/Problem Based Learning. Teachers will use the strategies to reach students through question 4 as measured by TKES walkthroughs and formatives. August 20th – ALP provides PL to teachers September 3rd – TTIS connects ALP focus to technology September 4th-5th – Teachers collaborate on previously learned PL with team in ¼ day planning October 1st – ALP provides PL to teachers October 29th – TTIS connects ALP focus to technology November 4th - Teachers collaborate on previously learned PL with team in ¼ day planning November 12th – ALP provides PL to teachers December 3rd – TTIS connects ALP focus to technology December 4th – 5th - Teachers collaborate on previously learned PL with team in ¼ day planning 2nd Semester: Teachers meet monthly to continue collaboration and implementation of Thinking Routines.
		Artifacts: Walkthrough and formative observations, TTIS drop-in sessions where the TTIS is observing and gives feedback when activities are being implemented.
		Progress Monitoring: Administration will attend ALP, TTIS trainings, and PL sessions. Administration will consult with TTIS after observations of Thinking Routines being implemented in the classroom. Administration will attend CCC meetings to ensure teachers are implementing Thinking Routines in the classroom.

		Performance Target:
		Implementation (*include person responsible***):**
		Artifacts:
		Progress Monitoring:

GOAL #3 **Math (K-2)**	**During the 2025-2026 school year, we will increase the percentage of students reaching math proficiency (prepared level) in grades K-2 from 16% in August 2025 to 21% in Spring 2026 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 training based on Project Zero Thinking Routines Toolbox. Teachers will be trained on Thinking Routines and how to connect the standards to Thinking Routines to reach students through question 4.		**Performance Target: 100% of our classroom teachers will meet three times during the school year with the CCSD Advanced Learning Program (ALP) to learn strategies to think deeper on a topic to reach students through question 4 by May 2025.** **Implementation (***include person responsible***):** Teachers will receive training three times in the school year by CCSD Advanced Learning Program for the following topics: 1. What Are Thinking Routines? 2. Investigate Thinking Routines, including Compass Points 3. Connecting

standards to Thinking Routines. Teachers will also meet three times with our TTIS to connect strategies learned to Challenge Based/Problem Based Learning. Teachers will use the strategies to reach students through question 4 as measured by TKES walkthroughs and formatives.

August 20th – ALP provides PL to teachers
September 3rd – TTIS connects ALP focus to technology
September 4th-5th – Teachers collaborate on previously learned PL with team in ¼ day planning
October 1st – ALP provides PL to teachers
October 29th – TTIS connects ALP focus to technology
November 4th - Teachers collaborate on previously learned PL with team in ¼ day planning
November 12th – ALP provides PL to teachers
December 3rd – TTIS connects ALP focus to technology
December 4th – 5th - Teachers collaborate on previously learned PL with team in ¼ day planning
2nd Semester: Teachers meet monthly to continue collaboration and implementation of Thinking Routines.

Artifacts: Walkthrough and formative observations, TTIS drop-in sessions where the TTIS is observing and gives feedback when activities are being implemented.

Progress Monitoring: Administration will attend ALP, TTIS trainings, and PL sessions. Administration will consult with TTIS after observations of Thinking Routines being implemented in the classroom. Administration will attend CCC meetings to ensure teachers are implementing Thinking Routines in the classroom.
1st grade: 4%
2nd grade: 28%

Performance Target:

Implementation (_include person responsible_**):**

Artifacts:
Progress Monitoring:

GOAL #4 Math (3-5)	During the 2025-2026 school year, we will increase the percentage of students scoring in level 4 from 29% from GA Milestones 2024-2025 to 31% as measured by the Math GA 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 training based on Project Zero Thinking Routines Toolbox. Teachers will be trained on Thinking Routines and how to connect the standards to Thinking Routines to reach students through question 4.		**Performance Target: 100% of our classroom teachers will meet three times during the school year with the CCSD Advanced Learning Program (ALP) to learn strategies to think deeper on a topic to reach students through question 4 by May 2025.** **Implementation (***include person responsible***):** Teachers will receive training three times in the school year by CCSD Advanced Learning Program for the following topics: 1. What Are Thinking Routines? 2. Investigate Thinking Routines, including Compass Points 3. Connecting standards to Thinking Routines. Teachers will also meet three times with our TTIS to connect strategies learned to Challenge Based/Problem Based Learning. Teachers will use the strategies to reach students through question 4 as measured by TKES walkthroughs and formatives. August 20th – ALP provides PL to teachers September 3rd – TTIS connects ALP focus to technology September 4th-5th – Teachers collaborate on previously learned PL with team in ¼ day planning October 1st – ALP provides PL to teachers October 29th – TTIS connects ALP focus to technology November 4th - Teachers collaborate on previously learned PL with team in ¼ day planning November 12th – ALP provides PL to teachers

December 3rd – TTIS connects ALP focus to technology
December 4th – 5th - Teachers collaborate on previously learned PL with team in ¼ day planning
2nd Semester: Teachers meet monthly to continue collaboration and implementation of Thinking Routines.

Artifacts: Walkthrough and formative observations, TTIS drop-in sessions where the TTIS is observing and gives feedback when activities are being implemented.

Progress Monitoring: Administration will attend ALP, TTIS trainings, and PL sessions. Administration will consult with TTIS after observations of Thinking Routines being implemented in the classroom. Administration will attend CCC meetings to ensure teachers are implementing Thinking Routines in the classroom.

Performance Target:

Implementation (*include person responsible***):**

Artifacts:

Progress Monitoring:

GOAL #5 School Selected	During the 2025-2026 school year, Rocky Mount staff will work toward receiving county STEM re-certification.

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 create STEM quarterly interdisciplinary maps.		**Performance Target:** Teachers will collaboratively plan and implement integrated STEM instructional strategies aligned to Cobb County's STEM indicators, ensuring cross-curricular connections and a consistent, grade-wide STEM focus.
		Implementation (*include person responsible***):** Grade level teams will meet quarterly during collaborative planning or scheduled STEM CCCs to develop interdisciplinary STEM maps. Maps will incorporate content standards, engineering design (real-world application), community connections, and 21st-century skills. Teachers will use templates provided by the district STEM department. The district STEM department will support as needed.
		Artifacts: Quarterly interdisciplinary connection maps, planning agendas and notes from STEM collaboration, and evidence through STEM portfolio
		Progress Monitoring: Walkthroughs and lesson observations that align with STEM map content, quarterly check-ins with grade-level teams, and feedback from district-level departments and administration on alignment and integration.
Teacher and administration will create a STEM portfolio to document STEM activities throughout the year.		**Performance Target:** The school will maintain an evolving STEM portfolio that showcases the implementation of STEM instructional practices, student engagement in STEM challenges, and alignment to STEM recertification criteria.
		Implementation (*include person responsible***):** Teachers will collect and curate student work, photos, reflections, planning maps, and project summaries in a digital portfolio format. The portfolio will be organized using the STEM certification criteria.
		Artifacts: STEM portfolio: Student work samples, project descriptions, photos and videos of STEM learning experiences, and evidence of planning from CCCs
		Progress Monitoring: Mid-year and end-of-year portfolio reviews during scheduled STEM walks, peer sharing during staff/CCC meetings, and continual administrative review

Final Notes

Principal Signature

Assistant Superintendent