

School Name: Baker Elementary	
Date: June 2025	

GOAL #1 Literacy (K-2)	By spring 2026, we will increase the percentage of K-2 students scoring at or above grade level on Amira from 19 percent to 25 percent.
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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?
ACTION STEP #1: Teachers will implement the new Tier 1 ELA resources daily as indicated by data collected with the districtwide ELA walkthrough form.	August 2025	Performance Target: K-2 teachers, as well as the K-2 Bridge teacher, will implement the Wonders and UFLI curricula daily, as evidenced by a balanced district walkthrough form that indicates all required components have been met. Implementation (include person responsible): Implementation of the Cobb County School District's vetted ELA resources is a new initiative. The administrative team will monitor implementation through informal and formal observations each semester, participation in CCC meetings, and a quarterly review of grade-level assessment plans. Any concerns with implementation will be addressed, and supports will be put in place to ensure fidelity of the instructional resource programs. Artifacts: Artifacts include the district-wide ELA walkthrough form, grade-level CCC minutes, grade-level assessment plans for ELA, and observation notes. Progress Monitoring: Administration will engage in bi-weekly discussions regarding observed ELA resource implementation as evidenced by the Admin Meeting Agenda. Baker's Guiding Coalition leadership team will engage in quarterly discussions

ACTION STEP #2: Instructional staff will participate in professional learning designed around literacy (new ELA resources, standards, and use of decodable readers).	<table border="1"> <tr> <td data-bbox="162 1377 292 1528">August 2025</td><td data-bbox="162 119 292 1377"> regarding successes and challenges implementing the new ELA resources with fidelity as evidenced by Guiding Coalition agendas and minutes. </td></tr> <tr> <td data-bbox="292 1377 443 1528"></td><td data-bbox="292 119 443 1377"> Performance Target: K-2 teachers and paraprofessionals, as well as the K-2 Bridge teacher and paraprofessional, will participate in professional learning designed to support the implementation of Wonders and UFLI curricula, as evidenced by professional learning agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin. </td></tr> <tr> <td data-bbox="443 1377 695 1528"></td><td data-bbox="443 119 695 1377"> Implementation (include person responsible): Baker's Professional Learning Contact will attend district-provided training to support the appropriate implementation of the Wonders and UFLI curricula. Baker K-5 staff will serve as District CCC members on the ELA teams and gather additional information regarding best practice ELA instruction and expectations. Pertinent information will be disseminated in local school CCC meetings and staff meetings, as evidenced by CCC minutes and staff meeting agendas. </td></tr> <tr> <td data-bbox="695 1377 846 1528"></td><td data-bbox="695 119 846 1377"> Artifacts: Artifacts include the staff meeting agendas, CCC minutes, Baker calendar, and Baker Bulletin. </td></tr> <tr> <td data-bbox="846 1377 1026 1528"></td><td data-bbox="846 119 1026 1377"> Progress Monitoring: Administration will post professional learning dates on the Baker Calendar and in the Baker Bulletin, including but not limited to District CCC meetings, professional learning experiences, and optional experiences such as peer observations. </td></tr> </table>	August 2025	regarding successes and challenges implementing the new ELA resources with fidelity as evidenced by Guiding Coalition agendas and minutes.		Performance Target: K-2 teachers and paraprofessionals, as well as the K-2 Bridge teacher and paraprofessional, will participate in professional learning designed to support the implementation of Wonders and UFLI curricula, as evidenced by professional learning agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin.		Implementation (include person responsible): Baker's Professional Learning Contact will attend district-provided training to support the appropriate implementation of the Wonders and UFLI curricula. Baker K-5 staff will serve as District CCC members on the ELA teams and gather additional information regarding best practice ELA instruction and expectations. Pertinent information will be disseminated in local school CCC meetings and staff meetings, as evidenced by CCC minutes and staff meeting agendas.		Artifacts: Artifacts include the staff meeting agendas, CCC minutes, Baker calendar, and Baker Bulletin.		Progress Monitoring: Administration will post professional learning dates on the Baker Calendar and in the Baker Bulletin, including but not limited to District CCC meetings, professional learning experiences, and optional experiences such as peer observations.
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GOAL #2 Literacy (3-5)	GOAL: In Spring 2026, we will increase the percentage of 3-5 students scoring at the "Proficient" (3) and "Distinguished" (4) levels on the Georgia Milestones from 39.6 percent to 45 percent.										
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ACTION STEP #1: Instructional staff will utilize county-adopted ELA resources (Wonders) that align with new GA ELA standards.	August 2025	Performance Target: 3-5 teachers, as well as the 3-5 Bridge teacher, will implement the Wonders and UFLI curricula daily, as evidenced by a balanced district walkthrough form that indicates all required components have been met. Implementation (include person responsible): Implementation of the Cobb County School District's vetted ELA resources is a new initiative. The administrative team will monitor implementation through informal and formal observations each semester, participation in CCC meetings, and a quarterly review of grade-level assessment plans. Any concerns with implementation will be addressed and supports will be put in place to ensure fidelity of the instructional resource programs. Artifacts: Artifacts include the district-wide ELA walkthrough form, grade-level CCC minutes, grade-level assessment plans for ELA, and observation notes. Progress Monitoring: Administration will engage in bi-weekly discussions regarding observed ELA resource implementation as evidenced by the Admin Meeting Agenda. Baker's Guiding Coalition leadership team will engage in quarterly discussions regarding successes and challenges implementing the new ELA resources with fidelity as evidenced by Guiding Coalition agendas and minutes.
ACTION STEP #2: Instructional staff will engage in targeted professional learning focused on advanced word study, morphology, and vocabulary development, aligned with the instructional practices outlined in the new Tier 1 resource, Wonders, and as outlined in the new ELA standards.	August 2025	Performance Target: 3-5 teachers, as well as the 3-5 Bridge teacher and paraprofessional, will participate in professional learning designed to support the implementation of advanced word study, morphology, and vocabulary development aligned with the Wonders curriculum, as evidenced by professional learning agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin. Implementation (include person responsible): Baker's Professional Learning Contact will attend district-provided training to support the appropriate implementation of the Wonders curricula, including the components of advanced word study, morphology, and vocabulary development. Baker K-5 staff will serve as District CCC members on the ELA teams and gather additional information regarding best practice ELA instruction and expectations. Pertinent information will be disseminated in local school CCC meetings and staff meetings, as evidenced by CCC minutes and staff meeting agendas. Artifacts: Artifacts include the staff meeting agendas, CCC minutes, Baker calendar, and Baker Bulletin.

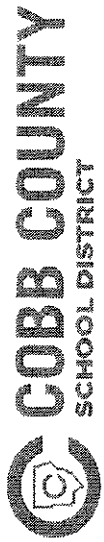
Progress Monitoring: Administration will post professional learning dates on the Baker Calendar and in the Baker Bulletin, including but not limited to District CCC meetings, professional learning experiences, and optional experiences such as peer observations.	
GOAL #3 Math (K-2)	GOAL: By Spring 2026, we will increase the percentage of 1st and 2nd grade students scoring at the "Prepared" level on Beacon from 31 percent to 38 percent.
Action Step(s)	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?
ACTION STEP #1: K-2 teachers will utilize the Baker assessment checklist when designing their quarterly assessment plan.	Start Date August 2025
	Performance Target: K-2 teachers, as well as the K-2 Bridge teacher, will utilize the Baker Assessment Checklist when designing their quarterly assessment plans, as evidenced by a completed and signed checklist indicating all assessment expectations and best practices have been met. Assessment Plan Checklist.docx
	Implementation (include person responsible): Implementation of the Baker Assessment Plan Checklist is a new initiative (piloted in March 2025). The administrative team will monitor implementation through the quarterly review of Assessment Plans. Grade-level teams will submit their signed checklist with their completed Assessment Plan. Any concerns with the implementation of best practices and the pacing guide will be addressed through written feedback and a timeline for revision. As needed, supports will be put in place to ensure instructional expectations are met.
	Artifacts: Artifacts include the quarterly assessment plans and the Assessment Plan Checklist.
	Progress Monitoring: Administration will engage in quarterly discussions regarding observations of team planning for instruction and assessment. These conversations will be evidenced by the Admin Meeting Agenda. Baker's Guiding Coalition

ACTION STEP #2: K-2 teachers will increase their utilization of math manipulatives in their weekly instruction as observed by lesson plans, assessment plans, and classroom observations.	leadership team will engage in quarterly discussions regarding successes and challenges implementing the assessment plan checklist with fidelity as evidenced by Guiding Coalition agendas and minutes. Performance Target: Teachers will increase their utilization of math manipulatives in their weekly instruction as evidenced by lesson plans, assessment plans, and classroom observations. Implementation (include person responsible): The usage of math manipulatives is a continued expectation with a renewed focus. Training was provided in the spring of 2024, and an assortment of math manipulatives was acquired in 2024 with a state grant. The use of math manipulatives was established as an instructional expectation and added to the Baker Instructional Expectations for the 2024-2025 school year. It remains for the 25-26 school year. The continued usage of the math manipulatives in K-2 classrooms will be monitored by informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes. Artifacts: Artifacts include notes from informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes. Progress Monitoring: Administration will monitor the usage of math manipulatives during TKES fall and spring observations of math instruction, as evidenced by TKES notes and scores for Instructional Planning and Instructional Strategies.
GOAL #4 Math (3-5)	GOAL: By Spring 2026, we will increase the percentage of 3 rd -5 th grade students scoring at the "Proficient" (3) and "Distinguished" (4) levels on the Georgia Milestones from 44.2 percent to 49 percent.
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?

ACTION STEP #1: 3 rd -5 th grade teachers will utilize the Baker assessment checklist when designing their quarterly assessment plan.	August 2025	Performance Target: 3-5 teachers, as well as the 3-5 Bridge teacher, will utilize the Baker Assessment Checklist when designing their quarterly assessment plans, as evidenced by a completed and signed checklist indicating all assessment expectations and best practices have been met. Assessment Plan Checklist.docx Implementation (include person responsible): Implementation of the Baker Assessment Plan Checklist is a new initiative (piloted in March 2025). The administrative team will monitor implementation through the quarterly review of Assessment Plans. Grade-level teams will submit their signed checklist with their completed Assessment Plan. Any concerns with the implementation of best practices and the pacing guide will be addressed through written feedback and a timeline for revision. As needed, supports will be put in place to ensure instructional expectations are met. Artifacts: Artifacts include the quarterly assessment plans and the Assessment Plan Checklist. Progress Monitoring: Administration will engage in quarterly discussions regarding observations of team planning for instruction and assessment. These conversations will be evidenced by the Admin Meeting Agenda. Baker's Guiding Coalition leadership team will engage in quarterly discussions regarding successes and challenges implementing the assessment plan checklist with fidelity, as evidenced by Guiding Coalition agendas and minutes. Performance Target: Teachers will increase their utilization of math manipulatives in their weekly instruction as evidenced by lesson plans, assessment plans, and classroom observations. Implementation (include person responsible): The usage of math manipulatives is a continued expectation with a renewed focus. Training was provided in the spring of 2024, and an assortment of math manipulatives was acquired in 2024 with a state grant. The use of math manipulatives was established as an instructional expectation and added to the Baker Instructional Expectations for the 2024-2025 school year. It remains for the 25-26 school year. The continued usage of the math manipulatives in 3-5 classrooms will be monitored by informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes.
ACTION STEP #2: 3 rd – 5 th grade teachers will increase their utilization of math manipulatives in their weekly instruction as observed by lesson plans, assessment plans, and classroom observations.	August 2025	

	Artifacts: Artifacts include notes from informal and formal classroom walkthroughs, lesson plans, and weekly CCC minutes. Progress Monitoring: Administration will monitor the use of math manipulatives during TKES fall and spring observations of math instruction, as evidenced by TKES notes and scores for Instructional Planning and Instructional Strategies.				
GOAL #5 School Selected	By Spring 2026, Baker's overall student disciplinary offenses will decrease from 373 to 300 referrals.				
Action Step(s)	<table border="1"> <thead> <tr> <th data-bbox="688 1373 842 1520">Start Date</th><th data-bbox="688 111 842 1373"> 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? </th></tr> </thead> <tbody> <tr> <td data-bbox="850 1373 1029 1520"> Action Step #1: Teachers will utilize the updated Baker Discipline Process when making decisions regarding a response to behavior that violates the CCSD Code of Conduct. </td><td data-bbox="850 111 1401 1373"> Performance Target: Baker staff will utilize the updated Baker Discipline Process matrix when making decisions regarding a response to behavior that violates the CCSD Code of Conduct, as evidenced by classroom behavior logs, referral notes, and Monthly summative reports from the CCSD Student Discipline Office. <u>25-26 Behavior Plan.docx</u> Implementation (include person responsible): The Baker Discipline Process matrix was updated this summer in response to increasing discipline referrals. It is based on Baker's student discipline data and takes feedback from the Guiding Coalition Team and area schools into account. The use of the matrix will be monitored by the administration through a review of referrals. Any concerns with the implementation will be addressed directly with the staff. Artifacts: Artifacts include classroom behavior logs, referral notes, and Monthly summative reports from the CCSD Student Discipline Office. </td></tr> </tbody> </table>	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?	Action Step #1: Teachers will utilize the updated Baker Discipline Process when making decisions regarding a response to behavior that violates the CCSD Code of Conduct.	Performance Target: Baker staff will utilize the updated Baker Discipline Process matrix when making decisions regarding a response to behavior that violates the CCSD Code of Conduct, as evidenced by classroom behavior logs, referral notes, and Monthly summative reports from the CCSD Student Discipline Office. <u>25-26 Behavior Plan.docx</u> Implementation (include person responsible): The Baker Discipline Process matrix was updated this summer in response to increasing discipline referrals. It is based on Baker's student discipline data and takes feedback from the Guiding Coalition Team and area schools into account. The use of the matrix will be monitored by the administration through a review of referrals. Any concerns with the implementation will be addressed directly with the staff. Artifacts: Artifacts include classroom behavior logs, referral notes, and Monthly summative reports from the CCSD Student Discipline Office.
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		Progress Monitoring: Administration will review discipline data each month using the monthly summative overview provided by the CCSD Student Discipline Office and make appropriate adjustments for students and staff.
Action Step #2: Baker staff will participate in professional learning designed around de-escalation strategies.	August 2025	Performance Target: Teachers and paraprofessionals will participate in professional learning designed to support strategies that de-escalate student behaviors, as evidenced by staff meeting agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin. Implementation (include person responsible): CCSD District staff, including but not limited to individuals from the PBIS office, Special Education Compliance Department, and Counseling Department, will provide a myriad of trainings designed to support strategies that de-escalate student behaviors, as evidenced by staff meeting agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin. Artifacts: Artifacts include staff meeting agendas, designated days on the Baker calendar, and reminders in the Baker Bulletin. Progress Monitoring: Administration will post professional learning dates and staff meeting dates on the Baker Calendar and in the Baker Bulletin.



Cobb County School District SSP Elementary Schools

Principal Signature

Jeff Jones

Assistant Superintendent