

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: Teasley Elementary

Monitoring Date:

2024-2025

GOAL #1
Literacy (K-2)

The percent of 1st – 2nd grade students scoring near target and prepared will increase from 64% to 70% as measured by the 2024-2025 Spring administration of the Beacon ELA 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?
Kindergarten, 1st and 2nd grade teachers will implement all the components of the 120-minute literacy block (phonics, small groups, iReady lessons) to improve students' reading as indicated by lesson plans, walk through data and common formative assessments.	8/01/2024	<p>Performance Target: 100% of Kindergarten, 1st and 2nd grade teachers will implement the 120-minute literacy block in their classrooms.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Master schedule will be created by Assistant Principal indicating times for the 120-minute literacy block. • R.I.S.P. teacher will collaborate regularly with K, 1st and 2nd grade teams to plan for the 120-minute literacy block and ensure all components are present and resources are available. • An ELA action team will be implemented including CCC ELA leads K-5 to build schoolwide capacity in the Literacy block, build resources, and collaborate. • Administration will partner with PTA/PAWS in order to acquire iReady licenses for all students. • Administration will build in designated time for teachers to collaborate and participate in the Georgia Learns Modules. <p>Artifacts:</p> <ul style="list-style-type: none"> • Grade level collaborative planning • CCC meeting minutes • Reading Instructional Support Personnel Trainings and redelivery of trainings

	<ul style="list-style-type: none"> • Daily schedules • Walkthrough data • Staff completion of Georgia Learns training modules <p>Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block.</p> <p><u>Beacon Lexile Data</u></p> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year:
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GOAL #2 Literacy (3-5)	The students in grades 3-5 scoring in the proficient (Level 3) or advanced (Level 4) in ELA on the EOG will increase from 55% to 60% as measured by the 2024-2025 ELA EOG.
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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?
3rd, 4th, and 5th grade teachers will implement the 120-minute literacy block, ensuring instruction is centered on the Science of Reading, daily in their classrooms, as indicated by lesson plans and observation.	8/01/2024	<p>Performance Target: 100% of 3rd, 4th, and 5th grade teachers will implement a 120-minute literacy block daily in their classrooms.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Master schedule will be created by Assistant Principal indicating times for the 120-minute literacy block. • R.I.S.P. teacher will collaborate regularly with 3rd, 4th, and 5th grade teams to plan for the 120-minute literacy block and ensure all components are present and resources are available. • An ELA action team will be implemented including CCC ELA leads K-5 to build schoolwide capacity in the Literacy block, build resources, and collaborate. • Administration will partner with PTA/PAWS to acquire iReady licenses for all students. • Administration will build in designated time for teachers to collaborate and participate in the Georgia Learns Modules.

	<p>Artifacts:</p> <ul style="list-style-type: none"> • Grade level collaborative planning • CCC meeting minutes • Reading Instructional Support Personnel Trainings and redelivery of trainings • Daily schedules • Walkthrough data • Staff completion of Georgia Learns training Modules <p>Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of the 120-minute Literacy Block.</p> <p><u>Beacon Lexile Data</u></p> <ul style="list-style-type: none"> • Baseline: • Mid-year: • End of year:

GOAL #3 Math (K-2)	The percent of 1 st - 2 nd grade students scoring “near target” and “prepared” will increase from 60% to 65% as measured by the 2024-2025 Beacon Assessment quantile range.
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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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<p>Kindergarten, 1st and 2nd grade teachers will create common formative assessments aligned to CCSD curriculum priority standards.</p>	<p>8/01/2024</p>	<p>Performance Target: 100% of K-2 teams will work with CCCs to create common formative assessments that clearly measure defined learning targets.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Administration will provide collaborative planning days for grade level teams atleast once a semester. Kindergarten, 1st and 2nd grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans. Data gathered will be analyzed during CCC cycle. Trends in strengths and gaps in progress will be noted. Teams will collaborate on strategies to enrich, accelerate, and extend student learning. Grade levels will provide intervention and extension opportunities through collaborative grouping to support student mastery of priority standards. Math Action Team will be created including Math CCC Leads to build vertical conversations, collaborate, and address moving all students forward in progress. <p>Artifacts:</p> <ul style="list-style-type: none"> Priority Standards Learning Target list for each priority standard CCC meeting notes/minutes Common formative assessments Daily Schedules Lesson plans. Classroom walkthroughs. <p>Progress Monitoring: Administration and Instructional Support Personnel will informally visit and walk classrooms to ensure implementation of the common formative assessments as well as collaborative grouping.</p>
<p>A representative from each grade level (K-5) will serve on a Math Action Team. This team will meet monthly to create consistency within our school with instructional framework, math instruction, as well as utilization of math resources.</p>	<p>8/01/2024</p>	<p>Performance Target: The Math Action Team will have 100% of representation from each grade level and meet monthly throughout the 24-25 School year.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Administration will create the Math Action Team and overall goal of how this team can impact math instruction at Teasley. Administration will schedule and communicate the meeting dates for this Action Team. Team will meet one Tuesday a month at 2:45. The Facilitator will serve as the administrative contact for the Math Action Team.

	<ul style="list-style-type: none"> Action Team notes will be kept in the Teasley Team Math Mentors channel. Grade level Math Mentor representatives will redeliver information and all staff will have access to the Math Mentor Teams channel to ensure consistency across school.
	Artifacts: <ul style="list-style-type: none"> Math Mentor Action Team Minutes Math Mentor Action Team member list Math Mentor Action Team meeting dates Math Mentor Action Team agendas
	Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math common assessments as well as math lessons. The administrative and instructional support team will review the Math Mentor Action Team minutes to ensure school wide alignment of math instruction as well as utilization of math resources.

GOAL #4 Math (3-5)	The percent of students in grades 3-5 scoring in the proficient or advanced level in Math on the EOG will increase from 53% to 58% as measured by the 2024-2025 Math EOG.
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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?
3rd, 4th, and 5th grade level CCC teams will collaboratively develop and implement Math unit plans and common formative assessments in their classroom instruction, as measured by CCC meeting minutes and classroom walkthroughs/observations.	8/01/2024	Performance Target: 100% of 3rd, 4th, and 5th grade CCC teams will implement common math unit and assessment plans daily in their classrooms. Implementation (include person responsible): <ul style="list-style-type: none"> Administration will provide collaborative planning days for grade level teams atleast once a semester. 3rd, 4th, and 5th grade teachers will meet with Instructional Support Specialist to collaboratively plan and implement common math unit and assessment plans. Data gathered will be analyzed during CCC cycle. Trends in strengths and gaps in progress will be noted. Teams will collaborate on strategies to enrich, accelerate, and extend student learning.

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		<ul style="list-style-type: none"> • Grade levels will provide intervention and extension opportunities through collaborative grouping to support student mastery of priority standards. • Math Action Team will be created including Math CCC Leads to build vertical conversations, collaborate, and address moving all students forward in progress. <p>Artifacts:</p> <ul style="list-style-type: none"> • Priority Standards • Learning Target list for each priority standard • CCC meeting notes/minutes • Common formative assessments • Daily Schedules • Lesson plans. • Classroom walkthroughs. <p>Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math common assessments as well as math lessons. The administrative and instructional support team will review the Math Mentor Action Team minutes to ensure school wide alignment of math instruction as well as utilization of math resources.</p>
<p>A representative from each grade level (K-5) will serve on a Math Action Team. This team will meet monthly to create consistency within our school with instructional framework, math instruction, as well as utilization of math resources.</p>	<p>8/01/2024</p>	<p>Performance Target: The Math Action Team will have 100% of representation from each grade level and meet monthly throughout the 24-25 School year.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Administration will create the Math Action Team and overall goal of how this team can impact math instruction at Teasley. • Administration will schedule and communicate the meeting dates for this Action Team. • Team will meet one Tuesday a month at 2:45. • The Facilitator will serve as the administrative contact for the Math Action Team. • Action Team notes will be kept in the Teasley Team Math Mentors channel. • Grade level Math Mentor representatives will redeliver information and all staff will have access to the Math Mentor Teams channel to ensure consistency across school. <p>Artifacts:</p> <ul style="list-style-type: none"> • Math Mentor Action Team Minutes • Math Mentor Action Team member list • Math Mentor Action Team meeting dates

	<ul style="list-style-type: none"> Math Mentor Action Team agendas <p>Progress Monitoring: The school administrative and instructional support team will review walkthrough data at the end of the first and second grading periods to evaluate and monitor the implementation of Math common assessments as well as math lessons. The administrative and instructional support team will review the Math Mentor Action Team minutes to ensure school wide alignment of math instruction as well as utilization of math resources.</p>
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GOAL #5 School Selected	Teasley Elementary School will be prepared to be reauthorized as an International Baccalaureate Primary Years Program School by the end of the 2024-25 school year.
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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?
Teasley will analyze the current practices and make required changes to be prepared for reauthorization of the PYP.		<p>Performance Target: The IB Task Force Action Team will meet one Tuesday a month at 2:45 with a focus on:</p> <ul style="list-style-type: none"> Supporting the planning of Implementation of the 5th Grade Exhibition for 2026 meeting all of the PYP Standards & Practices <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> IB Coordinator will submit dates for the Evaluation Review IB coordinator will ensure completion of the Self-Study Questionnaire IB Coordinator will submit the Preliminary Review Templates as required IB Coordinator will submit documents for the Preliminary Review Once the Self-Study is completed, additional tasks will be identified for completion in order to meet the requirements of reauthorization Administration and IB Coordinator will develop a plan for staff development. IB coordinator will be in the Specials rotation for 2nd and 3rd grade to deepen student understanding through targeted learner profile lessons, IB practices, and inquiry lessons to build IB capacity.

Artifacts:

Specific plan for the 5th Grade Exhibition project for 2026: The exhibition requires students to apply the knowledge, skills, and attitudes they have learned throughout the PYP to deeply investigate a chosen topic and present their findings to the school community. The Exhibition takes approximately 8 weeks.

Progress Monitoring:

Administration will meet with the IB Coordinator monthly to determine progress towards IB PYP implementation and re-authorization process.
Administrative Team, IB Coordinator and Instructional Support will complete monthly walkthroughs of classrooms as well as school walks to monitor implementation practices and fidelity of IB PYP practices.

Final Notes

Principal Signature

Elizabeth Marsili

Assistant Superintendent