COBB COUNTY SCHOOL DISTRICT

Cobb County School District SSP Elementary Schools

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: 2026-2027

GOAL #1 **Literacy (K-2)**	By Spring 2027, Teasley Elementary School will increase the percentage of students scoring in the "Prepared" category on the Beacon ELA assessment in the Texts domain. Grade 1 will increase from 40% to 43% Prepared, and Grade 2 will increase from 48% to at least 51% Prepared, as measured by the Spring 2027 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?**
1. Teachers will implement *daily* interactive read-alouds using grade-level complex texts, intentional vocabulary development, and structured opportunities for accountable student discourse to strengthen students' ability to comprehend, analyze, and discuss texts as evidenced by lesson plans and walkthrough data gathered from our literacy coach and EIP Lead.	8/03/2026	**Performance Target:** Baseline: Grade 1: 40% Grade 2: 48%
		Implementation (*include person responsible*): • K-2 Teachers administer beginning of the year Beacon ELA and Applicable Amira Assessments • Grade 1-2 teachers and admin analyze Spring Beacon Constructing Texts data to identify skills needing greatest instructional focus. • Teachers establish digital data trackers to monitor progress.
		Artifacts: • CCC minutes, Small group lesson plans, Whole group lesson plans, Beacon Analysis data
		Progress Monitoring: Data notebooks, lesson plans, walkthrough data, and Beacon Analysis data tracker.

GOAL #2 **Literacy (3-5)**	By Spring 2027, Teasley Elementary School will increase the percentage of students scoring in the "Prepared" category on the Beacon ELA assessment in the domain of Interpreting Texts: Context, Structure, and Style. Grade 3 will increase from 12% to at least 20% Prepared, Grade 4 will increase from 27% to at least 35% Prepared, and Grade 5 will increase from 30% to at least 38% Prepared, as measured by the Spring 2027 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?**
1. CCC teams will use common formative assessments every 4-6 weeks to plan targeted intervention and enrichment to increase student mastery of interpreting texts, context, structure, and style evidenced by CCC meeting notes.	8/03/2026	**Performance Target:** Baseline: 3rd 12% 4th: 27% 5th: 30%
		Implementation (*include person responsible*): • 3-5 Teachers administer beginning of the year Beacon ELA and Applicable Amira Assessments • Grade 3-5 teachers and admin analyze Spring Beacon Constructing Texts data to identify skills needing greatest instructional focus. • Teachers establish digital data trackers to monitor progress.
		Artifacts: • Grade level collaborative planning • CCC meeting minutes • Daily schedules • Walkthrough data
		Progress Monitoring:

GOAL #3 **Math (K-2)**	By Spring 2027, Teasley Elementary School will increase the percentage of students scoring in the "Prepared" category on the Beacon Mathematics assessment in the Numerical Reasoning domain. Grade 1 will increase from 42% to at least 45% Prepared, and Grade 2 will increase from 45% to at least 48% Prepared, as measured by the Spring 2027 Beacon Mathematics 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?**
1. Teachers will increase student discourse through the use of *daily* number talks as monitored by weekly walkthroughs by EIP Lead teacher, Admin, and monthly walks by members of our school leadership team.	8/03/2026	**Performance Target:** Baseline:Grade 1: 42% **Grade 2:** 45% **Implementation (***include person responsible***):** • Administration will provide collaborative planning days for grade level teams atleast once a semester. • Kindergarten, 1st and 2nd grade teachers will meet with EIP Lead 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.

		Artifacts: • Priority Standards • Learning Target list for each priority standard • CCC meeting notes/minutes • Common formative assessments • Daily Schedules • Lesson plans. • Classroom walkthroughs.
		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.
		Implementation (*include person responsible*): • K-2 CCC teachers and admin meet regularly to analyze data tracker • Teachers establish data notebooks and trackers. • Walkthrough expectations aligned with effective number talks.
		Artifacts: • CCC Minutes • Small Group lesson plans • Walkthrough data • Data Tracker
		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)**	Based on Spring 2027 Georgia Milestones Assessment, Teasley Elementary School will increase the percentage of students scoring at Level 4 (Distinguished Learner) on the Mathematics Georgia Milestones Assessment in each tested grade. Grade 3 will increase from 14.6% to at least 18%, Grade 4 will increase from 22.9% to at least 26%, and Grade 5 will increase from 21.7% to at least 25%.

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?
1. Teachers will implement *daily* number talks to create opportunities for productive struggle, mathematical discourse, and multi-step problem solving, with intentional opportunities for students to explain and defend their mathematical reasoning evidenced in lesson plans and monitored by weekly walkthroughs by EIP Lead teacher, Admin, and monthly walks by members of our school leadership team.	8/3/2026	**Performance Target:** 100% of 3rd, 4th, and 5th grade CCC teams will implement daily number talks in their classrooms. **Implementation (***include person responsible***):** • 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 and design number talks • 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. **Artifacts:** • Priority Standards • Learning Target list for each priority standard • CCC meeting notes/minutes • Common formative assessments • Daily Schedules • Lesson plans. • Classroom walkthroughs. **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.

Final Notes
Principal Signature
Elizabeth Marsili
Assistant Superintendent