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| School Name: Vaughan Elementary |
| Date: August 1, 2024 |

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| GOAL #1 Literacy (K-2) | The percent of students in grades K-2 scoring near/at/above grade level will increase from 70% (fall baseline) to 90% as measured by the spring 2025 Amira. |
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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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| K-2 teachers will utilize sounds walls during daily phonics instruction during the literacy block. | 9/1/24 | Performance Target: K-2 teachers will build instructional knowledge related to sound walls and effectively integrate the use of sound walls into daily instruction. |
| | | Implementation (include person responsible): Provide sound walls for all K-2 teachers at beginning of the year. K-2 teachers will complete relevant Georgia Learns Literacy modules related to phonics instruction. Professional learning will be provided utilizing Vaughan teachers with background knowledge and experience implementing sound walls during grade level CCC meetings. K-2 homeroom and special education teachers are responsible for implementation with administration and instructional support specialists supporting as needed. |
| | | Artifacts: Implementation will be measured by classroom observations and student performance will be assessed utilizing the Core Phonics assessment; CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room |
| | | Progress Monitoring: Weekly CCC meetings; ELA walkthroughs utilizing CCSD template (begin 9/30); informal classroom walkthroughs (begin 9/1) |

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| K-2 teachers will utilize CCSD phonics lessons, UFLI, and EL curriculum resources daily to provide standards-aligned instruction during the literacy block. | 8/5/24 | Performance Target: K-2 teachers will build instructional knowledge related to phonics instruction and effectively integrate CCSD phonics lessons, UFLI, and EL curriculum materials as core instructional materials. |
| | | Implementation (include person responsible): Provide UFLI materials (at beginning of the year) and refresher training for CCSD phonics lessons and EL materials (ongoing as needed) by instructional support specialists and Vaughan teachers with background knowledge and experience implementing UFLI materials during grade level CCC meetings. K-2 homeroom and special education teachers are responsible for implementation with administration and instructional support specialists supporting as needed. |
| | | Artifacts: Implementation will be measured by classroom observations and student performance will be assessed utilizing the Core Phonics assessment; CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room. |
| | | Progress Monitoring: Weekly CCC meetings; ELA walkthroughs utilizing CCSD template (begin 9/30); informal classroom walkthroughs (begin 9/1) |

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| GOAL #2 Literacy (3-5) | The percent of students in grades 3-5 scoring proficient will increase from 86.95% to 89% as measured by the 2024-25 ELA 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? |
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| 3-5 teachers will develop and utilize a 9 grid model for each quarter to integrate writing across content areas. | | Performance Target: 3-5 teachers will be able to effectively develop cross-curricular connections between ELA and other subject areas to increase reading and writing across content areas utilizing a 9 grid model. |
| | | Implementation (include person responsible): PL for development of 9 grid provided 4/24 by CCSD STEM department; release time for STEM Action Team to create 9 grids for first quarter provided 5/24; full implementation and utilization of 9 grid model to occur first quarter of 24-25; ongoing support provided by STEM Action Team to develop 9 grid for each quarter during 24-25. |

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| | <p>Artifacts: Implementation will be measured by classroom observations and 9 grids posted by grade level in PL room.</p> <p>Progress Monitoring: 8/15 (9 grid for first quarter revised if needed; posted in PL room); 10/15 (9 grid for second quarter posted in PL room); 1/15 (9 grid for third quarter posted in PL room); 3/15 (9 grid for fourth quarter posted in PL room)</p> |
| <p>3-5 teachers will implement the iReady program for identified students on a weekly basis following the provided structure and required usage minutes.</p> | <p>Performance Target: 3-5 teachers will implement the iReady program with fidelity for all students identified through Amira, EIP, and T2/T3.</p> <p>Implementation (include person responsible): Within the first 30 days of school: Amira will be administered followed by iReady diagnostic for third grade students; fourth and fifth grade students will be identified for iReady participation through EIP & T2/T3 qualifications. Ongoing: Teachers will be provided CCSD virtual PL with Vaughan instructional support specialists providing additional targeted PL as needed.</p> <p>Artifacts: Implementation will be measured through classroom observation and iReady student usage reports.</p> <p>Progress Monitoring: iReady usage reports will be reviewed by administration and instructional support specialists monthly beginning September 30.</p> |

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| <p>GOAL #3 Math (K-2)</p> | <p>The percent of students in grades 1-2 scoring in the performance bands of near target or prepared will increase from (fall baseline) to 90% as measured by the spring 2025 Beacon.</p> |
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| <p>Action Step(s)</p> | <p>Start Date</p> | <p>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> |
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| <p>K-2 teachers will receive support weekly from gifted certified teachers to plan common extension activities aligned to priority standards to address CCC Question 4.</p> | <p>Performance Target: Collaboration will occur between K-2 teachers and gifted certified teachers to enhance extension opportunities provided to students in addressing CCC question 4.</p> <p>Implementation (include person responsible): Planning meetings will be held with administration, instructional support specialists, and gifted certified teachers to set expectations and plan for implementation. K-2 CCCs will receive training on utilization of this model during the first 30 days of school. Consistent implementation throughout the school year will be led by gifted certified teachers and K-2 teachers supported by administration and instructional support specialists as needed.</p> <p>Artifacts: CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room.</p> <p>Progress Monitoring: CCC meeting documents and artifacts displayed on evidence boards in PL room will be monitored monthly by administration and instructional support specialists beginning September 30.</p> |
| <p>K-2 teachers will identify and implement common strategies to align with grade level math priority standards for daily instruction.</p> | <p>Performance Target: K-2 teachers will consistently implement common instructional strategies supporting math priority standards within their grade level team.</p> <p>Implementation (include person responsible): K-2 teachers will discuss and identify common, evidence-based instructional strategies during their weekly CCC meetings. Grade-level math CCC team leads will lead this implementation within their CCCs. K-2 teachers are responsible for implementation with administration and instructional support specialists supporting as needed.</p> <p>Artifacts: CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room and classroom observations.</p> <p>Progress Monitoring: CCC meeting documents and artifacts displayed on evidence boards in PL room will be monitored monthly by administration and instructional support specialists beginning September 30.</p> |

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| <p>GOAL #4 Math (3-5)</p> | <p>The percent of students in the student group of SWD in grades 3-5 scoring proficient will increase from 70% to 73% as measured by the 2024-25 math 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? |
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| 3-5 teachers will receive support weekly from special education certified teachers to plan common interventions aligned to priority standards to address CCC Question 3. | | <p>Performance Target: Collaboration will occur between 3-5 teachers and special education teachers to enhance reteaching opportunities provided to students in addressing CCC question 3.</p> <p>Implementation (include person responsible): Planning meetings will be held with administration, SSA, instructional support specialists, and special education teachers to set expectations and plan for implementation. 3-5 CCCs will receive training on utilization of this model during the first 30 days of school. Consistent implementation throughout the school year will be led by special education teachers and 3-5 teachers supported by administration and instructional support specialists as needed.</p> <p>Artifacts: CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room.</p> <p>Progress Monitoring: CCC meeting documents and artifacts displayed on evidence boards in PL room will be monitored monthly by administration and instructional support specialists beginning September 30.</p> |
| 3-5 special education teachers will create a toolbox of common visuals/graphic organizers/supports for each quarter to align with priority standards to be utilized in specialized and general education instruction. | | <p>Performance Target: 3-5 general education and special education teachers will have access to a toolbox of common instructional supports aligned to quarterly math priority standards.</p> <p>Implementation (include person responsible): 3-5 special education teachers will utilize scheduled meeting time and release time (if needed) to collaboratively create the strategy toolbox. Special education teachers will provide training and implementation support to general education teachers.</p> <p>Artifacts: Strategy toolbox; CCC agendas/minutes/artifacts displayed on grade level evidence boards in PL room; classroom observations.</p> <p>Progress Monitoring: Administration and instructional support specialists will review the development of the toolbox; CCC meeting documents and artifacts displayed on evidence boards in PL room will be monitored monthly</p> |

by administration and instructional support specialists beginning September 30. Ongoing: informal classroom walkthroughs documenting evidence of implementation.

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| GOAL #5 School Selected | Vaughan Elementary will recertify as a Cobb County School District STEM school. |
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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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| STEM Action Team will become familiar with the current CCSD STEM certification process and create a plan for implementation. | 9/1/24 | Performance Target: A comprehensive plan for achieving CCSD STEM certification will be developed. |
| | | Implementation (include person responsible): STEM team lead and administration will meet with CCSD STEM team to review the process and begin planning implementation (by end of September). STEM lead teacher will collaborate with STEM Action Team and administration to develop an implementation plan through monthly action team meetings and release time. |
| | | Artifacts: STEM certification implementation plan |
| | | Progress Monitoring: Administration will attend monthly STEM Action Team meetings to progress monitor with full action team. Progress will also be monitored through collaboration between STEM team lead and administration with monthly updates beginning September 30. |
| STEM Action Team members will participate in STEM-focused PL and provide/support additional staff in STEM-focused PL. | 9/1/24 | Performance Target: Increase professional learning opportunities for STEM Action Team and all teachers. |

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| | <p>Implementation (<i>include person responsible</i>): STEM team lead will create a professional learning plan for both STEM Action Team members and non-members to include STEM walks at other CCSD schools, STEM Innovation Academy, and STEM professional learning supported by CCSD STEM team.</p> |
| | <p>Artifacts: STEM professional learning plan; documentation of teacher attendance at STEM PL (in-house and external)</p> |
| | <p>Progress Monitoring: Administration will review the STEM professional learning plan. Progress will also be monitored through collaboration between STEM team lead and administration with monthly updates beginning September 30.</p> |

Final Notes

Principal Signature

Dr. Jenny Douglas

Assistant Superintendent

