

*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:** Addison Elementary School

**Monitoring Date:**

**GOAL #1**  
**Literacy (K-2)**

The percent of Addison 1<sup>st</sup> – 2nd-grade students scoring *prepared* will increase from 36.7% to 41.75% as measured by the 2024-2025 Spring Lexile proficiency from 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?

K-2 teachers will enhance student vocabulary acquisition and use by teaching and applying 15 new grade-level appropriate words per month as assessed through spoken and/or written assessments.

8.1.24

**Performance Target:**  
 Students will identify or use new vocabulary with 80% accuracy.

**Implementation (include person responsible):**  
 Monthly- With Instructional Support staff, Teacher teams will select and introduce 15 grade-level-appropriate words each month.  
 Teachers will implement daily practice and reinforcement activities of new vocabulary words.  
 Monthly quiz or writing assignment to assess mastery of new vocabulary.

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|  |  | <b>Artifacts:</b><br>CCC minutes from meeting to include monthly vocabulary words.<br>Weekly lesson plans reflection vocabulary instruction and allotted time for practice with noted resources being used.<br>TKES Walkthrough and formatives documenting Standard #3-Instructional Strategies and Standard #8- Academically Challenging. |
|  |  | <b>Progress Monitoring:</b>  |

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| <b>GOAL #2</b><br><b>Literacy (3-5)</b> | The percentage of Addison students scoring <i>proficient and distinguished</i> will increase from 56.8% to 61.8% as measured by the 2024-2025 EOG ELA Assessment. |
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| Action Step(s)   | Start Date | What is the desired outcome of the action step?<br>How will the action step be implemented?<br>What artifacts will be used to show implementation?<br>What evidence will be used to progress monitor the outcome?   |
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| 3-5 teachers will enhance student vocabulary acquisition and use by teaching and applying 15 new grade-level appropriate words per month, as assessed through spoken and/or written assessments. | 8.1.24     | <b>Performance Target:</b><br>Students will identify or use new vocabulary at 80% accuracy.   |
|  |            | <b>Implementation (include person responsible):</b><br><br>Monthly- With Instructional Support staff, Teacher teams will select and introduce 15 new grade-level-appropriate words each month.<br>Teachers will implement daily practice and reinforcement activities of new vocabulary words.<br>Monthly quiz or writing assignment to assess mastery of new vocabulary with 80% accuracy.<br>Weekly writing prompt requiring use of new vocabulary. |

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|  | <p><b>Artifacts:</b><br/>         CCC minutes from meeting to include monthly vocabulary words.<br/>         Weekly lesson plans reflect vocabulary instruction and allotted time for practice with noted resources being used.<br/>         TKES Walkthrough and formatives documenting Standard #3-Instructional Strategies and Standard #8- Academically Challenging.</p> <p><b>Progress Monitoring:</b></p> |
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| <b>GOAL #3</b><br><b>Math (K-2)</b> | The percent of Addison 1 <sup>st</sup> – 2 <sup>nd</sup> grade students scoring <i>prepared</i> will increase from 52% to 57% as measured by the 2024-2025 Spring administration of the Beacon assessment. |
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| Action Step(s)   | Start Date | What is the desired outcome of the action step?<br>How will the action step be implemented?<br>What artifacts will be used to show implementation?<br>What evidence will be used to progress monitor the outcome?   |
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| Students in grades K-2 will receive daily fact fluency instruction using ORIGO Box of facts kits. Students will be assessed monthly and regrouped. | 8.1.24     | <p><b>Performance Target:</b><br/>         100% of our students will spend 10 minutes of daily, differentiated, fact fluency practice from 2:00-2:15. Students will be expected to meet the grade level math standards within that grade level.</p> <p><b>Implementation (include person responsible):</b><br/>         Pre-planning: The leadership Team will be introduced to the expectations by admin and Instructional Support team.</p> <p>Quarter 1/2/3/4- Teams will meet with Math Instructional Support Specialists to review all math standards and select which priority standard the fluency practice will cover. A common assessment will be created that will pinpoint students' instructional fluency needs. Each teacher will systematically instruct and assess each month.</p> |

Specific Dates:

Quarter 1-

By August 19- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By August 23- Baseline Pre-assessment given and data collected on Teams data sheet.

By August 30- October 3- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.

By October 4- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.

Quarter 2-

By October 14- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By October 18- Baseline Pre-assessment given and data collected on Teams data sheet.

By October 21- December 13 Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.

By December 19- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.

Quarter 3-

By January 3- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By January 10- Baseline Pre-assessment given and data collected on Teams data sheet.

By January 10- March 14- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.

By March 14- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin

Quarter 4-

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|  | <p>By April 21- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.</p> <p>By April 28- Baseline Pre-assessment given and data collected on Teams data sheet.</p> <p>By April 28- May 16- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.</p> <p>By May 16- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.</p> <p><b>Artifacts:</b><br/>         CCC minutes from meeting with Math support specialists each quarter.<br/>         Weekly lesson plans reflection standard covered and allotted time for practice with noted resource being used.<br/>         TKES Walkthrough and formatives documenting #3-Instructional Strategies used.</p> <p><b>Progress Monitoring:</b><br/>         Classroom data sheet</p> |
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| <b>GOAL #4</b><br><b>Math (3-5)</b> | The percentage of Addison students scoring <i>proficient and distinguished</i> will increase from 67.5% to 72.5% as measured by the 2024-2025 EOG Math Assessment. |
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| <b>Action Step(s)</b>  | <b>Start Date</b> | <b>What is the desired outcome of the action step?</b><br><b>How will the action step be implemented?</b><br><b>What artifacts will be used to show implementation?</b><br><b>What evidence will be used to progress monitor the outcome?</b>                                     |
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| Students in grades 3-5 will receive daily fact fluency instruction using ORIGO Box |                   | <p><b>Performance Target:</b><br/>         100% of our students will spend 10 minutes of daily, differentiated, fact fluency practice from 2:00-2:15 or 7:15-7:45 (5<sup>th</sup>). Students will be expected to meet the grade level math standards within that grade level.</p> |

of facts kits. Students will be assessed monthly and regrouped.

**Implementation (include person responsible):**

Pre-planning: Leadership Team will be introduced to the expectations.

Quarter 1/2/3/4- Teams will meet with Math Instructional Support Specialists to review all math standards and select which priority standard the fluency practice will cover. A common assessment will be created that will pinpoint students' instructional fluency needs. Each teacher will systematically instruct and assess each month.

Specific Dates:

Quarter 1-

By August 19- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By August 23- Baseline Pre-assessment given and data collected on Teams data sheet.

By August 30- October 3- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.

By October 4- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.

Quarter 2-

By October 14- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By October 18- Baseline Pre-assessment given and data collected on Teams data sheet.

By October 21- December 13 Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.

By December 19- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.

Quarter 3-

By January 3- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.

By January 10- Baseline Pre-assessment given and data collected on Teams data sheet.

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|  | <p>By January 10- March 14- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.</p> <p>By March 14- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin</p> <p><u>Quarter 4-</u></p> <p>By April 21- Grade level Teams meet with Math Instructional Support Specialists and review Q1 math standards to select which priority standard fluency practice will cover.</p> <p>By April 28- Baseline Pre-assessment given and data collected on Teams data sheet.</p> <p>By April 28- May 16- Teams implement 10 minutes of daily fact fluency practice utilizing a variety of approved resources both digitally and hands-on.</p> <p>By May 16- Post assessment given and data tracked with Instructional Support Specialists and reviewed by admin.</p> <p><b>Artifacts:</b><br/>         CCC minutes from meeting with Math support specialists each quarter.<br/>         Weekly lesson plans reflection standard covered and allotted time for practice with noted resource being used.<br/>         TKES Walkthrough and formatives documenting #3-Instructional Strategies used.</p> <p><b>Progress Monitoring:</b><br/>         Classroom data sheet</p> |
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| <b>GOAL #5</b><br>School Selected | During the 2024-2025 school year, Addison discipline data will decrease 5% over the previous school year. |
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| Action Step(s)   | Start Date | What is the desired outcome of the action step?<br>How will the action step be implemented?<br>What artifacts will be used to show implementation?<br>What evidence will be used to progress monitor the outcome?   |
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| Using the digital version of Zones of Regulation, students will create an individual Zones notebook to assist them in self-regulation. | 8.1.24     | <b>Performance Target:</b><br>Students will be able to identify their Zone of Regulation each day and utilize effective regulation tools to achieve self-regulation.  |
|  |            | <b>Implementation (<i>include person responsible</i>):</b><br>Teachers will fully implement the Zones of Regulation curriculum daily, utilizing the digital lessons and resources. Students will “check-in” daily.<br>Admin will assess students Zone during discipline interactions. |
|  |            | <b>Artifacts:</b><br>Admin fidelity checks of lessons and check-in stations.<br>Student Zones of Regulation notebook  |
|  |            | <b>Progress Monitoring:</b><br>Mid-year data collection   |



| Final Notes              |
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| Principal Signature      |
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| Assistant Superintendent |
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