

# **Dugan Elementary School**



## **School Improvement Plan 2024 -2025**

**DeAnna Byers, Principal**

# PCSD VISION

*The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.*

# PCSD MISSION

*Engage. Inspire. Prepare.*



# SCHOOL MISSION & VISION

## Mission Statement:

We are building a strong foundation by encouraging excellence and creating life-long learners.

## Our Beliefs:

We believe our students are our most-valued stakeholders, but it's the addition of family and school that enable them to achieve true success.

We believe all students can learn, and that all things are possible when taught to always try their best.

We believe that effective instruction is contagious.

We believe that building positive relationships with our students help reduce our number of discipline referrals.

We believe that analyzing data is crucial to having students meet and/or exceed our expectations

We believe in providing a safe, clean, and risk-free learning environment.

We believe that providing a positive, fun learning environment will create lifelong learners.

We believe in fostering school-wide collaborative planning.

We believe in the holding high standards for both academics and health.

We believe in leadership that maximizes the potential in all of our staff and students.



## *Dugan Elementary School Improvement Action Plan*

***SMART Goal 1 Dugan Elementary will increase the number of students scoring at or above grade level on the GMA Reading status by 5% from the 23-24 school year.***

***3<sup>rd</sup> – From 46.4% to 51.4%***

***4<sup>th</sup> – From 50.0% to 55.0%***

***5<sup>th</sup> – From 60.5% to 65.5%***

Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
		Implementation	Effectiveness
All teachers will provide daily differentiated reading instruction based on identified foundational skills, fluency rate, Lexile level and grade-level standards.	<p>*By the end of September, teams will create grade-level specific improvement plans</p> <p>*Monthly: Assessment (NBI checkpoint) data will be used to differentiate standards-based instruction to help students meet individual reading goals.</p> <p>*Weekly: 3 days a week from October- March - Provide morning tutoring for at risk students in grades 3 – 5.</p> <p>*Daily: Provide extension lessons for proficient/advanced students</p>	<p>*Planning days, data days, and PLC meeting minutes</p> <p>*Classroom observations focused on differentiated reading instruction</p> <p>*Lesson plans and curriculum maps</p> <p>*Talent Development/Spark lessons</p> <p>*Recycling rates in NBI groups</p> <p>*MTSS and IEP data/meeting minutes</p>	<p>*Acadience Data at district average</p> <p>*Beacon Assessment growth at district average on the mid and end of year administrations</p> <p>*80% or higher passing rate on Reading NBI Checkpoint assessments</p> <p>*Student report cards: At least 80% of students will meet the threshold to be promoted to the next grade level.</p>

Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
		Implementation	Effectiveness
All teachers will use the language of the standards to create clear learning objectives for all Bookworms reading lessons.	<p>*By Unit: Each team will follow a planning template before each reading unit beginning with the end in mind.</p> <p>*Quarterly: Novel Engineering lesson aligned with BW book</p> <p>*Monthly: Teachers will pace instruction for additional standards-based comprehension instruction and independent student practice.</p> <p>*Weekly: Planning time will be used to correlate standards to reading lessons.</p> <p>*Daily standards focus: Vocabulary, Rigor, Engagement</p>	<p>*Planning days and PLC meeting agendas</p> <p>*Classroom observations tool focused on lesson focus, vocabulary instruction, student engagement, and DOK in tasks and questions.</p> <p>*Lesson plans and curriculum maps</p> <p>*Standards posted in classroom</p>	<p>*Acadience Data at district average</p> <p>*Beacon Assessment growth at district average on mid and end of year administrations</p> <p>*80% or higher passing rate on Reading NBI Checkpoint assessments</p> <p>*Student report cards: At least 80% of students will meet the threshold to be promoted to the next grade level</p>

## *Dugan Elementary School Improvement Action Plan*

***SMART Goal 2 Dugan Elementary will increase the percentage of third-fifth grade students scoring proficient or distinguished on the ELA Extended Writing 1 portion of the GMA by 7 % from the 23-24 school year.***

***3<sup>rd</sup> – From 16.5% to 23.5%***

***4<sup>th</sup> – From 35.5% to 42.5%***

***5<sup>th</sup> – From 23.4% to 30.4%***

Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
		Implementation	Effectiveness
Classroom writing lessons will focus on: Using the language of the standards to create clear learning objectives, explicitly teaching content vocabulary, adding rigor to writing tasks, providing nonexamples/examples, and increasing student engagement.	<p>*By Unit: Each team will follow a planning template before each writing unit beginning with the end in mind.</p> <p>*Weekly: PLCs will correlate standards to writing lessons</p> <p>*Daily: Lessons will focus on vocabulary acquisition, rigor, and student engagement.</p>	<p>*Planning days and PLC meeting agendas and planning template</p> <p>*Classroom observations tool focused on lesson focus, vocabulary instruction, student engagement, implementation of school-wide writing initiatives.</p> <p>*Lesson plans and curriculum maps</p> <p>*Standards and writing samples posted in classrooms</p>	<p>*Write Score assessments at or above district average</p> <p>*Student writing rubrics: Increase in students scoring level 3s and 4s from the writing preassessment to the post assessment.</p>
Monthly writing data days and PL with district support will be provided to enhance writing instruction schoolwide and create consistent expectations.	<p>*Monthly: planning time will be provided to receive PL resources and plan upcoming writing units using these resources.</p> <p>*Daily: Each team will display examples of student writing: Level 1, 2, 3, and 4.</p> <p>Each team will use consistent writing rubrics and student checklists.</p> <p>Each teacher will conduct writing conferences within each writing unit.</p>	<p>*Agendas for planning days and PLC meetings</p> <p>*Classroom observations</p> <p>*Lesson plans and curriculum maps</p> <p>*Monthly writing data day agendas</p>	<p>*Write Score assessments at or above district average</p> <p>*Student writing rubrics: Increase in students scoring level 3s and 4s from the writing preassessment to the post assessment.</p>

Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
		Implementation	Effectiveness
<p>Each team will identify students writing within the four performance bands and plan remediation/acceleration activities to meet their needs.</p> <p>Fourth – Fifth will analyze GMA writing data and plan differentiated instruction using Write Score resources.</p>	<p>*Per unit: Student performance on writing rubric will be analyzed and the data will be used to differentiate instruction.</p> <p>*Monthly at home writing assignments with rubrics and exemplars to allow parents to see expectations</p> <p>*Weekly: More frequent writing conferences and feedback for struggling writers</p>	<p>*Classroom observations with feedback.</p> <p>*Monthly writing data days to discuss progress towards writing goals. Determine additional strategies needed.</p> <p>*MTSS and IEP meetings held regularly to discuss progress monitoring data and next steps for struggling students</p>	<p>*Write Score assessments at or above district average</p> <p>*Student writing rubrics: Increase in students scoring level 3s and 4s from the writing preassessment to the post assessment.</p>

## ***Dugan Elementary School Improvement Action Plan***

***SMART Goal 3: Dugan Elementary will increase the percentage of third-fifth grade students scoring proficient or distinguished on the Math GMA by 5% from 23-24 school year.***

***3<sup>rd</sup> – From 41.2% to 46.2%***

***4<sup>th</sup> – From 44.8% to 49.8%***

***5<sup>th</sup> – From 25.8% to 30.8%***

Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
		Implementation	Effectiveness
All teachers will provide daily differentiated math instruction based on identified foundational skills and grade-level standards.	<p>*By the end of September, teams will create grade level specific improvement plans.</p> <p>*Monthly: Assessment (NBI checkpoint) data will be used to differentiate standards-based instruction to help students meet individual math goals.</p> <p>*Weekly: Students will practice math fluency at least 2 to 3 times using a computer-based program or other resources.</p> <p>*Daily: Provide extension or remediation activities based on standards</p>	<p>*Agendas and monitoring planning days and PLC meetings</p> <p>*Classroom observations focused on differentiated math instruction</p> <p>*Lesson plans and curriculum maps</p> <p>*Recycling rates in NBI groups</p> <p>*MTSS and IEP data/meeting minutes</p>	<p>*Beacon Assessment growth at or above district average on the mid and end of year administration</p> <p>*80% or higher passing rate on Math NBI Checkpoint assessments</p> <p>*Student report cards: At least 80% of students will meet the threshold to be promoted to the next grade level.</p>
Each team will align Illustrative Math to grade level standards and supplement with Frameworks tasks if needed. Teams will pace instruction to provide students time to master all grade level math standards.	<p>*Per unit: Each team will follow a planning template before each instructional unit beginning with the end in mind.</p> <p>*Weekly: PLCs will correlate standards to math lessons.</p> <p>*Weekly: Engineering Design Process will be used to help students problem solve</p> <p>*Daily: Lessons will focus on vocabulary acquisition, rigor, and student engagement.</p>	<p>*Agendas and monitoring planning days and PLC meetings</p> <p>*Classroom observations tool focused on lesson focus, vocabulary instruction, student engagement, and DOK in tasks and questions.</p> <p>*Lesson plans and curriculum maps</p> <p>*Engineering Design Process poster displayed in each classroom</p>	<p>*Beacon Assessment growth at or above district average on the mid and end of year administration</p> <p>*80% or higher passing rate on Math NBI Checkpoint assessments</p> <p>*Student report cards: At least 80% of students will meet the threshold to be promoted to the next grade level.</p>

## *Dugan Elementary Professional Learning Plan*

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Monthly writing data days and PL with district support	All homeroom teachers	Writing coach	Monthly	The Writing Coach will provide PLC support, instructional feedback, and coaching on writing strategies.	Student writing rubrics, Write Score, GMA
Math PLC and Vertical planning to align instruction to grade level standards, build rigor in word problems and tasks, explicitly teach vocabulary, increase student engagement, and effectively differentiate instruction.	All homeroom teachers	EAC Math Coaches	Planning days  Monthly PLC	The EAC will provide PLC support, instructional feedback, and coaching for math strategies.	Grade level assessments, GMA, NBI checkpoint assessments, Beacon

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Professional learning on reaching ALL students through: Behavior management/training SEL/DEI/Morning meetings/PBIS points Adding rigor in instruction, explicitly teaching vocabulary, and engaging students in all subjects Effectively monitoring and adjusting instruction for students	All teachers	Behavior specialist SEL members DEI champion Gifted teacher STEM	Monthly staff and PLC meetings  Quarterly MTSS meetings	Key district and school staff will present pertinent information throughout the year to assist teachers with helping ALL students access the curriculum and succeed at high levels.	Discipline referrals, suspension rates, GMA, classroom assessments, MTSS progress monitoring, Acadience, and Beacon.
STEM/Innovative Practices District STEM and Gifted reps will work with our teachers to move up the STEM continuum and increase engagement, vocabulary, and rigor through Novel engineering, PBLs, and other innovative practices.	All teachers	District and school-based staff	Monthly meetings  Staff meeting redelivery	STEM and Gifted teacher will meet with district reps and admin monthly to plan innovative practices to move up the STEM continuum.	Lesson plans Classroom observations PLC meeting agenda and minutes

Supports that may be included:

- PLC work, Coaching, Professional Learning Opportunities, modeling, observations of others, feedback, district support