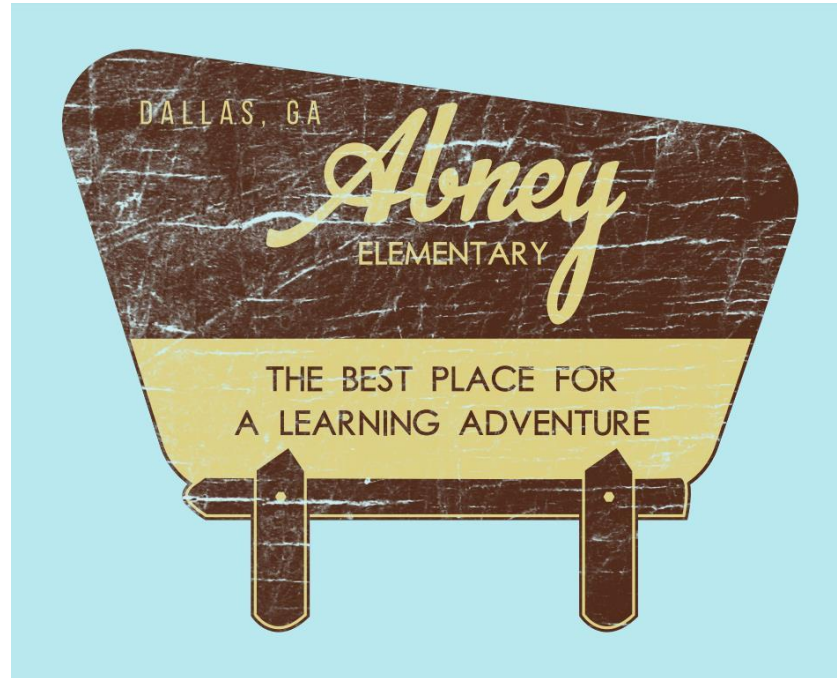


ABNEY ELEMENTARY



School Improvement Plan

2022 -2023

Scott Brock, 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: At Abney, we are EAGLES!!!

Educated, Achievers, Growing, Learning, and Eager to Succeed!

Vision:

The vision of Abney Elementary is to work together as we engage and inspire respectful, responsible students who are motivated and prepared to be lifelong learners.

Beliefs:

- We believe in collaboratively working as a community to develop the whole child.
- We believe in focusing on student achievement through data driven instruction, best practices, and collaborative learning communities.
- We believe students learn best in a safe, healthy, supportive environment.
- We believe in preparing all students for success in the 21st century by aligning instruction to real world applications.
- We believe that preparing students for graduation is the responsibility of all stakeholders.



Abney's School Improvement Action Plan

SMART Goal 1: *By the end of the 2022-2023 school year, 60% (121 of 202) of our Kindergarten students will be at benchmark or above on Nonsense Words/Correct Letter Sounds Fluency using Acadience data assessments. 61% (123 of 201) of our 1st grade students will reach benchmark or above on Oral Reading Fluency by the End of Year assessment in Acadience. By the end of the year, using Acadience data, 63% (109 of 173) of our 2nd grade students will reach benchmark or above on Oral Reading Fluency.*

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal 1-A 1-B 1-C 3-B 3-C 4-B 5-B 5-C	<ul style="list-style-type: none"> Teachers will implement Heggerty. Teachers will implement fluency strategies. 	<ul style="list-style-type: none"> Observations during Heggerty/Literacy blocks with observation sheet to ensure teacher modeling. (Monthly) Develop teacher observation tool for teachers to use during Heggerty to collect/monitor student accuracy/engagement. (October) Teachers will model Heggerty hand motions/pronunciations for students while observing students' accuracy and engagement. Multiple opportunities for students to practice fluency will be provided throughout the day using choral, echo, and partner reading. Utilize data from Acadience Progress Monitoring to determine needs of students and how to implement support/acceleration into daily instruction in all sections of BW. (Aug., Oct., Nov., Dec., Jan., March, April May) 	<ul style="list-style-type: none"> Student conferencing Intentional Questioning/Modeling of lessons in BW instructional blocks. Heggerty with teacher involvement Literacy Coach observations & conferencing TKES observations and feedback Coaching of Time Management through observations and feedback PL from school admin/district personnel monitored by PL forms, agendas, and Handouts. PLC meetings weekly Instructional Practice Effectiveness Teacher Feedback of practices through conversations. 	<ul style="list-style-type: none"> Growth Measure (2nd) Acadience MTSS data Reports and discussions GKIDS Coaching PLC meetings weekly Literacy Coach Observation Log TKES feedback Instructional Practice Effectiveness Teacher Feedback of practices through conversations.

Abney's School Improvement Action Plan

SMART Goal 2: *During the 22-23 school year, we will decrease the percentage of students who scored a 2 in Domain 3 (Key Ideas and Details) on the Georgia Milestone from 33% (214 of 644) to 28% (182 of 632). Those students will increase their Domain 3 score from a 2 to a 3 or 4 on the 22-23 Georgia Milestone Assessment.*

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal 1-A 1-B 1-C 3-B 3-C 4-B 5-B 5-C	<ul style="list-style-type: none"> Intentional Student Feedback based on writing samples and class discussions. 	<ul style="list-style-type: none"> Build 3 day increments into curriculum map within data day cycles to provide student feedback. (August) Identify students who scored a 2 on GA Milestone, focusing specifically on Domain 3 in order to ensure that those students are responding to questions and prompts effectively. (September) Provide and discuss use of tools for teachers to collect data for student feedback/tracking student needs. (October) Utilize data from collection tool to determine needs of students and how to implement support/acceleration into daily instruction. (Nov-May) 	<ul style="list-style-type: none"> Student conferencing Intentional Questioning/Modeling of lessons in BW instructional blocks. Timers to ensure time management is effective Literacy Coach observations and conferencing TKES observations and feedback Mid-Year and Summative Conferences Write Score Training Coaching of Time Management through observations/feedback Professional Learning from school admin/district personnel monitored by PL forms, agendas, and Handouts. TKES feedback Instructional Practice Effectiveness Teacher Feedback of practices through conversations. Weekly PLC meetings 	<ul style="list-style-type: none"> Growth Measure Acadience MTSS data Reports and discussions MAZE data TKES feedback Instructional Practice Effectiveness Teacher Feedback of practices through conversations. Weekly PLC meetings Write Score Data

Abney's School Improvement Action Plan

SMART Goal 3: At the conclusion of the 22-23 school year, our 3rd-5th grade students who scored a level 2 in Domain 2, Numbers and Operations (base 10 for 4th & 5th grades) on the Georgia Milestone will decrease from 32% (204 of 644 students) to 27% (171 students of 632). These students will increase their knowledge in the Domain of Numbers and Operations and will move to levels 3 or 4.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal 1-A 1-B 1-C 3-B 3-C 4-B 5-B 5-C	<ul style="list-style-type: none"> Teachers will implement lessons with fidelity. 	<ul style="list-style-type: none"> Identify students who scored a 2 on GA Milestone, focusing specifically on Domain 3 to ensure that those students have a concrete foundation of number sense. (September) Accurate pre-module assessments for DTM groups. (3xs yearly) Increased usage and monitoring of data to guide instruction using formative/summative assessments (acceleration and remediation). (Weekly/Monthly based on data collection cycle) Identify common language for application of processes (October) Strategies for applying math skills into word problems (November- May) 	<ul style="list-style-type: none"> Remediation days within DTM cycle Intentional instruction and remediation during DTM/NBI cycle to directly model strategies based on feedback from weekly assessments. Deliberate placement of students for NBI groups. Engage New York curriculum implemented with fidelity in grades 1-3 to ensure consistency in foundational math/numeracy. EAC observations and conferencing TKES observations and feedback Mid-Year and Summative Conferences BFF Training Coaching of Time Management through observations and feedback Common NBI time for grades 1st- 5th for fluidity of groups/students. Timers to ensure time management is effective Professional Learning from school admin/district personnel monitored by PL forms, agendas, and Handouts. PLC meetings 3xs weekly. Teacher Feedback of practices through conversations. TKES feedback 	<ul style="list-style-type: none"> Growth Measure Math Acadience (K/1) MTSS data Reports and discussions (MTSS probes) Show What You Know Assessments Pre/Mid/Post Module Assessments from DTM Engage NY end of module Assessments (1st-3rd) County Assessments (K-5) GKIDS Data from post module assessments Data from county/school benchmark assessments

Abney's School Improvement Action Plan

SMART Goal 4: During the 2022-2023 school year, we will decrease the number of referral incidents from 393 by 30% to be less than 275.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Strategic Goal 1 5	Implementation of daily SEL lessons in homeroom classes <ul style="list-style-type: none"> • Implementation of PBIS Rewards App for staff and students • Check and Connect 	<ul style="list-style-type: none"> • Hold Monthly Committee meetings to discuss data trends and concerns • Host a Motivational Speaker for a DLD PL (November) • Train 5 additional teachers on C&C (End of August) • Classroom Contracts made and posted (BOY) • Guidance created first semester PowerPoints of Daily Meetings to enhance and facilitate greetings & positive conversations. (September) • BESST Team walkthrough for artifacts (August) • Schedule of homeroom meetings for observations (On- going) • Weekly recognition of Leader of the Week for student and staff who consistently display & model excellent behavior for others. • Eagle Store point redemption for prizes (weekly) 	<ul style="list-style-type: none"> • Training • Review of behavior data monthly • Scheduled speaker for 11/8 • Purchased app • Trained staff on PBIS App • Provided flyers and info at Open House on app • Presented at PTA meeting to parents • Eagle Store (PBIS) • Guidance created SEL PowerPoints for daily meetings • Check and Connect Mentors assigned to students for daily/weekly check in. 	<ul style="list-style-type: none"> • Monitor Monthly Incident Report/SWIS Data • Feedback from staff through survey on Breakout sessions and presenter • Measure a decrease in behavior reports because of students learning coping skills • Continued monitoring of meetings and teacher feedback • PBIS Rewards app reports of usage • Eagle Store usage

Abney's 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
<ul style="list-style-type: none"> Teachers will actively participate in professional learning opportunities surrounding Bookworms. Teachers will learn implementation strategies to aid with pacing guidelines within the structure of Bookworms. Teachers will learn effective strategies on instruction of components within Bookworms lessons such as word study and sentence composition. If teachers are observed by Literacy Coach or other administration as needing additional support in literacy blocks, additional observation/coaching opportunities will be provided. Additionally, Teachers who score level 2s on TKES observations will have coaching/PLPs created if necessary. 	K-5 teachers	<p>Alisha Queen (Literacy Coach)</p> <p>Jodie Henson (EAC)</p> <p>County Support Staff</p>	<p>During Grade Levels (All months)</p> <p>October (Full day PL w/ grade levels)</p> <p>Late Nov./Early Dec. (Peer Observations)</p> <p>Feb/April (PL ½ days)</p>	<ul style="list-style-type: none"> Literacy Coach observations and conferencing TKES observations and feedback Mid-Year and Summative Conferences Write Score Training Coaching of Time Management through observations and feedback 	<ul style="list-style-type: none"> Professional Learning Literacy Coach Observation Log TKES feedback Feedback on Coaching Tool from Literacy Coach of Teacher Effectiveness. Teacher Feedback of practices through conversations.
<ul style="list-style-type: none"> Teachers will actively participate in professional learning opportunities for DTM trainings as well as BFF trainings. Math data digs will occur after each GM testing window, based on data teachers will learn ways to differentiate learning based on student needs. 	K-5 teachers	<p>Jodie Henson (EAC)</p> <p>County Support Staff</p>	<p>October</p> <p>January</p> <p>May</p>	<ul style="list-style-type: none"> EAC observations and conferencing TKES observations and feedback Mid-Year and Summative Conferences BFF Training Coaching of Time Management through observations and feedback 	<ul style="list-style-type: none"> Professional Learning TKES feedback Teacher Feedback of practices through conversations. Data from post module assessments Data from county/school benchmark assessments

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
<ul style="list-style-type: none"> Mentor teachers will collaborate with, coach, and observe mentee teachers throughout the year. Mentee teachers will learn strategies for effective classroom management, time management, technology needs (IC, Clever, Canvas, etc.) and instructional strategies. Administration will meet with new teachers throughout the year at “Fireside Chats” for “temp checks” to instruct them on needs regarding behavior, curriculum, and resources. New teachers will learn strategies in New Teacher Orientation sessions to enhance their understanding of data, curriculum, and general classroom effectiveness. 	Mentor/ Mentees	Jodie Henson (EAC) <hr/> Mentors NTI Presenters	Weekly	<ul style="list-style-type: none"> Mentors will be selected to support and coach new teachers (mentees). EAC will guide mentors in supporting mentees. Weekly meetings in August then monthly meetings for the remainder of the year will be held by Admin to support new teachers. Implementation of Technology, curriculum, and classroom strategies learned in monthly NTI sessions. 	<ul style="list-style-type: none"> Fireside chats- questions that arise that admin or mentors can assist with New Teacher TKES observations Coaching sessions Classroom management TKES observations Growth Measure Scores Literacy Coach Observations Mentor/Mentee Observations
<ul style="list-style-type: none"> Teachers will learn ways to implement strategies and supports to enhance and improve the daily classroom instruction practices from one another and administration through their PLC meetings. Teachers will learn various ways to remediate and accelerate individual students. Teachers will learn a variety of behavioral supports can be offered and implemented as needed to create a safe and positive learning environment. Teachers will learn strategies during Breakout PL sessions on ER days focused on teacher needs for classroom management and behavior management Staff will learn strategies and methods for supporting students through Check & Connect training. Administration and Grade Level Leads will be taught methods of re-engaging, empowering, and inspiring students and staff during the “Get Your Teach On” Conference. Teachers will be introduced to various strategies of understanding students with traumatic pasts and how to connect with those students during a guest speaker presentation. 	PLC groups (General Education, EIP, ESEP, Specials teachers, and Paraprofessionals), BESST Committee	Administration and Beth Davis (ESEP lead) Camille Alderman (AP) Jodie Henson (EAC)	Monthly during MTSS meetings, Data days, Committee Meetings Weekly through PLCs Ongoing October (Conference) Guest Speaker (Jan.)	<ul style="list-style-type: none"> PLC meetings held weekly/biweekly, monthly (depending on the group) School-wide and county initiatives (such as PBIS, MTSS, Growth Measure, Write Score, Bookworms, etc.) Check and Connect training PBIS app and implementation training PBIS app PBIS store Guest Speaker Conference 	<ul style="list-style-type: none"> Assessments (Formative, Summative, Benchmarks, Progress Monitoring) Growth Measure Number of Behavior Referrals MTSS data PBIS Rewards app reports of usage Eagle Store usage Monitor Monthly Incident Report/SWIS Data Feedback during BESST committee meetings