**W.C. Abney Elementary School**



**School Improvement Plan**

**2024 -2025**

**Scott Brock, Principal**

PCSD VISION

PCSD MISSION

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

***Engage. Inspire. Prepare.***



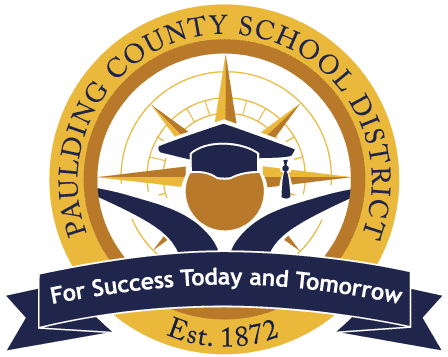
SCHOOL MISSION & VISION

**Mission**:

Abney Eagles SOAR because we do our BEST!

**Vision:**

The vision of Abney Elementary is to work as a community to unlock the full potential of everyone. Through mutual respect and support, we will collaborate to inspire lifelong learners.



|  |
| --- |
| ***Abney’s School Improvement Action Plan***  ***Baseline: 36.6% of our current 4th grade students scored proficient or distinguished on the ELA portion of the GMA as 3rd grade students.***  ***38.2% of our current 5th grade students scored proficient or distinguished on the ELA portion of the GMA as 4th grade students.***  ***SMART Goal 1: The percentage of 3rd, 4th, and 5th grade students scoring proficient and above on the Spring 2025 ELA Georgia Milestones Assessment will increase from 43.5% in Spring 2024 to 48.5% in Spring 2025.*** |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| --- | --- | --- | --- | --- | --- |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal**  1-A  1-B  1-C  3-B  3-C  4-B  5-B  5-C | * Teachers will consistently utilize and analyze student literacy data to identify areas of strength and/or need. * Teachers will provide individual intervention or enrichment to meet the student’s needs using a common goal setting protocol. | -Teachers will receive PL on analyzing data, goal setting, and using current literacy data to set individualized goals.  -Grade level PLCs will work with district support staff and administrative staff to develop a common goal setting protocol and tracking sheet for student use. These will be used in S.O.A.R. (Students Owning Academic Results) notebooks.  -ECTL reps will redeliver from district PL and support the team in the continued implementation of our selected curriculums with an intentional focus on standards.  -In grades 2-5, teachers will utilize BEACON and Acadience data to identify students who need *enrichment* during Shared Reading. Teachers will consistently provide enrichment opportunities for these students. | Admin  Literacy Coach  Teachers  District Staff  Grade Level Team Leads | * Weekly S.O.A.R. (Standards, Observations/Obstacles, Application/Assessments, Resources/Reflections) Grade Level Notes * Intentional Questioning/Modeling of lessons in BW instructional blocks. * Administrative and Literacy Coach observations & conferencing * TKES observations and feedback * Mid-Year and Summative Conferences * Professional Learning from school admin/district personnel monitored by PL forms, agendas, and Handouts. * Instructional Practice Effectiveness * Teacher Feedback of practices through conversations. * Sign-in sheets * Student assessment results on Acadience and Beacon * Student DI grouping data and movement of students * Lesson plans | * GMA scores * BEACON scores and   Acadience subtest progress data   * MTSS data Reports and discussions * ORF & MAZE data * Instructional Practice Effectiveness as seen in classroom observations * Teacher Feedback of practices through conversations. * Write Score Data * Collaboratively scored pieces of scored samples * Video Self-Reflection, peer-observation, feedback and collaboration. * Student formative data on the BEACON reading for 2nd-5th * Reading Comprehension Domain progression on the Beacon assessment * Student progression in DI groups * UFLI and 95% Comprehension reports * Student S.O.A.R. notebook data documenting progress |
|  |  | · K-5 teachers and support staff will participate in data days every 15-18 days to determine needed interventions based on student literacy data. Students will receive intervention in their deficit area.  · K FSF % of students meeting benchmark or above will increase from 58% in BOY to 88% as measured by MOY Acadience benchmark.  23-24 BOY 57% MOY 82%  · 1st NWF % of students meeting benchmark or above on WWR will increase from 52% in BOY to 55% by MOY benchmark and to 60% by the EOY benchmark.  23-24 BOY 55% MOY 46% EOY 59%  · 2nd – 5th ORF Accuracy % of students meeting benchmark or above will increase from 66 % in BOY to 73% MOY to 80% by the EOY benchmark.  23-24 BOY 67% MOY 71% EOY 73%  · 3rd – 5th MAZE % of students meeting benchmark or above will increase from 49% in BOY to 56% in MOY to 60% by the EOY benchmark.  23-24 BOY 56% MOY 46% EOY 52% |  |  |  |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| --- | --- | --- | --- | --- | --- |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
|  |  | ·1st & 2nd grade Beacon Early Years ELA Overall Score- 11% of students scored Prepared on the BOY benchmark. Students scoring Prepared will increase to 50% or more on the EOY benchmark.  ·3rd-5th grade Beacon ELA Overall Score- 6% of students scored Prepared on the BOY benchmark. Students scoring Prepared will increase to 50% or more on the EOY benchmark. |  |  |  |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| --- | --- | --- | --- | --- | --- |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal**  1-A  1-B  1-C  3-B  3-C  4-B  5-B  5-C | * Teachers will utilize the Bookworms framework and/or Write Score resources to implement consistent Tier 1 writing instruction. * Teachers will use common rubrics to collaboratively score student writing and utilize data to provide individualized instruction through writing conferences. | * K-5 teachers and support staff will participate in PL on collaborative scoring. * Each grade level PLC will utilize common rubrics to collaboratively score student writing summative assessments. * Teachers will participate in writing data digs following each administration of Write Score or end of 9-week assessments to identify writing deficits for individual students. * K-5 teachers and support staff will attend PL to understand how to conduct effective student conferences around writing. * Teachers will utilize a conferring protocol to conduct individual conferences as needed with students. * ECTL reps will redeliver from district PL and support the team in the continued implementation of our selected curriculums with an intentional focus on standards. | Admin  Literacy Coach  Teachers  District Staff  Grade Level Team Leads | * Lesson plans with a focus on standards being taught * Student conferencing notes * Write Score data * Student grades * Weekly S.O.A.R. (Standards, Observations/Obstacles, Application/Assessments, Resources/Reflections) Grade Level Notes * Intentional * Administrative and Literacy Coach observations & conferencing * TKES observations and feedback * Mid-Year and Summative Conferences * Professional Learning from school admin/district personnel monitored by PL forms, agendas, and Handouts. * Instructional Practice Effectiveness * Teacher Feedback of practices through conversations. * Sign-in sheets * Lesson Plans | * Classroom observations * students’ formative/summative assessment results * Write Score Assessment data * GMA ELA data |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Abney’s School Improvement Action Plan***  ***Baseline: 48% of our current 4th grade students scored proficient or distinguished on the Math portion of the GMA as 3rd grade students. 50% of our current 5th grade students scored proficient or distinguished on the Math portion of the Math as 4th grade students.***  ***The percentage of 3rd, 4th, and 5th grade students scoring proficient and above on the Spring Math Georgia Milestones Assessment will increase from 44% in Spring 2024 to 49% in Spring 2025.*** | | | | | |
| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal**  1-A  1-B  1-C  3-B  3-C  4-B  5-B  5-C | * Teachers will continue to utilize the Georgia Standards of Excellence in Math * Teachers will help students identify the focus of each math lesson * Teachers will work to effectively implement the Illustrative Math curriculum to implement consistent Tier 1 mathematics instruction, working toward student progress on the Beacon math measure. * Teachers will work to facilitate math lessons rather than lead math lessons by supporting students as they explore and experiment in their math lessons. | * Increased usage and monitoring of data to guide instruction using formative/summative assessments (acceleration and remediation). * Students in K-5th will take the Beacon Math assessment as scheduled throughout the year. * Baseline data for Beacon math assessments will be collected this year. Teachers will monitor BOY and MOY scores and set goals to monitor student growth. * ECTL reps will redeliver from district PL and support the team in the continued implementation of our selected curriculums with an intentional focus on standards. | Admin  Teachers  District Staff  Grade Level Team Lead | * Weekly S.O.A.R. (Standards, Observations/Obstacles, Application/Assessments, Resources/Reflections) Grade Level Notes * 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. * Illustrative Math -Teachers lead three-part lessons and assess student learning. * Administration/Literacy Coach/TKES observations and conferencing * NBI/BFF Training new teachers/as needed for veteran teachers * Professional Learning from school admin/district personnel monitored by PL forms, agendas, and Handouts. * Teacher Feedback of practices through conversations. * KickUp * Beacon Math Results * Lesson Plans | * MTSS data Reports and discussions (MTSS probes) * Show What You Know Assessments from Math NBI * Pre/Mid/Post Module Assessments from DTM * Illustrative Math Assessments * Illustrative Math Check Points * Illustrative Math Cool-Downs (Check points) * GKIDS * Data from post module assessments * Data from county/school benchmark assessments * Collaborative Scoring * Student formative data on the Math Growth Measure for 1st - 5th; Domain progression on the GM; classroom observations; student group growth documentation on math data doc * Beacon Early Years data 1st and 2nd grades (BOY, MOY, EOY) * Beacon Early Years data K (MOY, EOY) * Beacon Math scores 3rd-5th (BOY, MOY, EOY) |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| --- | --- | --- | --- | --- | --- |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal**  1-A  1-B  1-C  3-B  3-C  4-B  5-B  5-C | * Teachers will consistently utilize and analyze student math data to identify areas of strength and/or need and provide individual intervention or enrichment to meet the student’s needs utilizing needs-based instruction. | * During math data meetings, teachers will meet and discuss overall student achievement and the progress of students receiving support in a DTM module and make decisions using formative data for intervention and extension groups. * Students achieving in the on- and above-level range on the Beacon assessment will participate in extension and enrichment activities during needs-based-instruction. * Students achieving in the below and far below range on the Beacon assessment will participate in remediation activities using DTM lessons based on their DTM pre-test assessment scores. * 1st & 2nd grade Beacon Early Years Math Overall Score- 0% of students scored Prepared on the BOY benchmark. Students scoring Prepared will increase to 40% or more on the EOY benchmark. * 3rd-5th grade Beacon Math Overall Score- 0% of students scored Prepared on the BOY benchmark. Students scoring Prepared will increase to 40% or more on the EOY benchmark. | Admin  Teachers  District Staff  Grade Level Team Lead | * Weekly S.O.A.R. (Standards, Observations/Obstacles, Application/Assessments, Resources/Reflections) Grade Level Notes * KickUp PL records * Beacon results for K-5th * DTM pre- and post-assessment results * student group data * Lesson plans | * Student formative data on the Beacon assessment for K - 5th * DTM pre- and post-test progress * Classroom observations * Student progression in DI groups during the math NBI block |

|  |
| --- |
| ***Abney’s School Improvement Action Plan***  ***Baseline: Behavior Data from IS shows 15% of students at Abney received a discipline referral in 23-24 school year.***  ***SMART GOAL 3: The percentage of students receiving referrals will decrease to be less than 13% in the 24-25 school year.*** |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the way)** | **Person(s)**  **Responsible** | **Monitoring** | |
| --- | --- | --- | --- | --- | --- |
| **Implementation**  **(Artifacts/Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal** | * BEST in the NEST expectations school-wide * Daily SEL meetings through Character Strong * Staff will build community across the school and within each class | * Weekly checks by admin to ensure teachers are utilizing Character Strong meetings on a daily basis * Weekly or monthly shout outs to teachers by peers and admin | Admin  Literacy Coach  Teachers | * Class Social Contract -created and posted * Weekly Behavior Communication with parents * Daily SEL lessons from Character Strong * Monthly BEST Breakfast for student recognition * PBIS Celebration Days | * Decrease in behavior referrals using IC reports * Survey Results * Contact Logs * PBIS reports |

***Abney 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** |
| * 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 having coaching/PLPs created if necessary. * Literacy Data Digs | All certified staff | Admin  District Coaches/  Support | August 2024-  May 2025 | * 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   * KickUp PL records * Sign-in sheets * Assessment results on Acadience and Beacon | * Professional Learning * Literacy Coach Observation Log * TKES feedback * Feedback on Coaching Tool from Literacy Coach of Teacher Effectiveness. * Teacher Feedback of practices through conversations. * Student formative data from Beacon * Overall Beacon Data * Acadience Subtest progress * Classroom observations * Student progression in DI groups during the literacy NBI block * UFLI and 95% Comprehension Reports |
| * Teachers will actively participate in professional learning opportunities for Illustrative Math trainings. * Math data digs will occur after each Beacon testing window, following IM assessments, and as needed. Based on data teachers will learn ways to differentiate learning based on student needs. | All certified staff | Admin  District Coaches/  Support | August 2024-  May 2025 | * EAC observations and conferencing * TKES observations and feedback * Self and peer observations and feedback. * Data on Unit Assessments * Beacon data | * Professional Learning * TKES feedback * Teacher Feedback of practices through conversations. * Data from post module/unit assessments * Data from county/school benchmark assessments * Overall Math Achievement in Beacon |
| * 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 “Snack and 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)  Mentors  NTI/TIP  Presenters | Weekly, then Monthly | * 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. | * Snack and Chats- questions   that arise that admin or mentors  can assist with/agenda provided   * New Teacher TKES observations * Coaching sessions * Classroom management * TKES observations * Beacon scores * Literacy Coach Observations * Mentor/Mentee Observations |
| * Grade-Level PLCs focused on ELA, Math, and Tech instruction and data desegregation | K-5 teachers and support staff | EAC,  Literacy  Coach,  District  support | August 2024-  May 2025 | * KickUp PL records * Weekly S.O.A.R. notes * Sign-in sheets * Assessment results on Acadience and Beacon * Student group data | * Student formative data on the Beacon assessment * Acadience Subtest progress * Classroom observations * UFLI and 95% Comprehension data * Completed IT coaching modules |
| Writing PL/Data Digs – focus on development and use of rubrics, collaborative scoring, and conferencing | K-5 teachers and support staff | Literacy Coach  Admin  Grade Level Leads | August 2024-  May 2025 | * Agendas * Sign-in sheets * Student conferencing notes * Write Score data * Student grades * PLC minutes | * Classroom observations * Students’ formative/summative assessment results * Write Score Assessment data * GMA ELA data |
| Math Data Days | K-5 teachers and support staff | Admin  Grade Level Leads | August 2024-  May 2025 | * Agendas * Sign-in sheets * Student conferencing notes * Beacon data * Student grades * PLC minutes * DTM pre- and post-assessment results * Grade-level meeting minutes, * Student group data from DTM assessments | * Student formative data on the Beacon assessment for K - 5th * Domain progression on Milestones * DTM pre- and post-test progress * Classroom observations * Student progression during the math NBI block |
| Monthly ESEP PLC | IRR and Self- Contained Teachers  Gen Ed. Inclusion class teachers | ESEP Lead | August 2024-  May 2025 | * KickUp PL records * Agendas * Assessment results on Acadience and Beacon data if applicable * Student Progress from Student Progress Reports toward achieving IEP goals * 3 meetings with gen ed. Co-teachers to focus on collaborative strategies | * Student formative data on the Beacon assessments K-5th * Acadience Subtest progress * Classroom observations * Sonday, 95% Comprehension, UFLI data reports |
| PBIS/SEL Committee Meetings | K-5 Teachers  Committee Members | AP  PBIS/SEL Core Team  District Support Staff | August 2024-  May 2025 | * Review of discipline data at PBIS Committee meetings * Continuous review of procedures and implementation of expectations | * County PBIS Walkthrough * Climate survey data |

Supports that may be included:

* PLC work
* Coaching sessions with Individual Teachers
* Mentors
* Online Professional Learning Opportunities
* Paraprofessional PL Opportunities
* Ongoing District or School provided PL