

ALLGOOD ELEMENTARY SCHOOL



School Improvement Plan 2024 -2025

Shetal A. Slusher, 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:

Allgood Elementary School: Achieve, Excel, Succeed

Vision Statement:

The Vision of Allgood Elementary School is to have teachers, students, families, and the community working together to prepare lifelong learners through rigorous instruction in a supportive and respectful environment.



Allgood Elementary School Improvement Action Plan

SMART Goal 1: We will increase teacher knowledge of collaboration through the PLC process as measured by an increase in student achievement from 30% proficiency in ELA to 35% and from ____% proficiency in Math to ____% by having teachers participate in professional development for weekly PLCs from August 2024 – May 2025. *Building collective teacher efficacy leads to increased student achievement.*

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	Teachers will utilize assessment results from word recognition skill assessment, Acadience, DRC Beacon/MAPP, IDI results, Write Score, IM Cool Downs, and formative/unit assessments to monitor student progress in ELA and Math; leading to the work to plan data-driven, academically challenging, and/or technology-enhanced instruction that increases student engagement.	<p>Develop clear expectations of PLCs to implement collaborative planning using professional development for certified staff in content areas and needs based instruction to increase teacher instructional fidelity as well as teacher clarity which will lead to increased student engagement and achievement.</p> <p>PLC work will occur weekly beginning Aug 9th, 2024; PLC training will begin in July and occur monthly at Staff meetings from Aug 2024 – Mar 2025.</p> <p>Administration will monitor and/or assess the impact of collaborative planning on student achievement during late August 2024, October 2024, December 2024, February 2024, and April 2024.</p>	<p>Principal, EAC, ILC, and Lit Coach; District T & L, Sch Imp Staff – Designing PL using a planning guide to maintain strict focus on the initiative; adhere to published meeting schedule dates; and monitor the development, use, and feedback on formative and summative assessments; periodically attend grade level PLC meetings to monitor implementation and use of data to drive instruction.</p> <p>Grade level Leads and ECTLs – Choose PLC protocols, develop norms, facilitate weekly PLC meetings; implement and monitor team use of assessment data in PLC conversations; monitor team active participation according to protocols used.</p>	Implementation of the action step will be monitored through school – level classroom peer observations, coaching cycle observation tools, TKES evaluations, PLC participation, and lesson plans.	<p>School – level classroom peer observations will reflect an emphasis on Tier 1 skill clarity, differentiation and specially designed instruction (SDI);</p> <p>TKES evaluations and coaching cycle observation tools will show staff skill levels are improving in engagement and clarity;</p> <p>Results of assessment data such as Maze reading assessments; Acadience; and DRC Beacon will show improvement in student proficiency or growth towards proficiency</p>

<p>Strategic Goal # 1, #3, and # 5</p>	<p>Strengthen implementation of the curriculum with fidelity to provide standards-based skills and prerequisite skills in content areas to all students in the Tier 1 setting.</p>	<p>Integrate vocabulary and prior knowledge development and manipulatives, respectively, to increase student knowledge of foundational skills.</p> <p>(Collaborative Planning 1 day per week during school Sept 2024 – April 2025)</p> <p>(K-2nd Grades one Tues per month; 3rd–5th one Wed per month Oct 2024-April 2025)</p> <p>(Title IIA and Title I PD days bi-monthly Oct 2024 – May 2025)</p> <p>Literacy Coach will develop an ELA fidelity team to serve as Tier 1 resource and peer fidelity monitoring group to sustain ELA curriculum fidelity in the absence of a Lit Coach.</p>	<p>EAC, ILC, Lit Coach; District T&L Staff – Determine PD needs, develop PD, facilitate PD; monitor GLLs and ECTLs work with teams by attending redelivery sessions monthly</p> <p>Grade level Leads and ECTL – Lead PLCs, develop agendas for team meetings, attend District/State meetings regarding standards-based instruction and curricula with the goal to redeliver training to grade level teams.</p> <p>EAC, ILC, Lit Coach – Observe and establish coaching cycles for certified and classified staff based on observed needs from periodic walkthroughs.</p> <p>Principal, Lit Coach, District T&L – choose teacher leaders to attend PD on ELA curriculum, peer observation tool use, and research on ELA standards and best practices.</p>	<p>Implementation will be monitored through Oncourse lesson plans, school – level classroom peer observations, coaching cycle observation tools, TKES evaluations, and participation in PLCs, adherence to the PD meeting schedule, and team redelivery sessions.</p>	<p>School – level classroom peer observations will reflect an emphasis on Tier 1 skill clarity, differentiation and specially designed instruction (SDI);</p> <p>TKES evaluations and coaching cycle observation tools will show staff skill levels are improving in engagement and clarity;</p> <p>Results of assessment data such as unit assessments and DRC Beacon will show improvement in student proficiency or growth towards proficiency</p>
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<p>Strategic Goal # 1 and # 3</p>	<p>Develop psychological safety on teams through monthly team building activities to foster collaboration in a risk-free environment (Grade level and schoolwide) by creating a safe environment. The step will accelerate team growth where all are welcome to share their ideas in the collaborative PLC to impact student learning in the classroom. Additionally, practices will build teacher clarity influencing their understanding of daily lesson delivery and supporting student engagement.</p>	<p>Administrators, Grade Level Leads and Aspiring Building Leaders will plan specific protocols with the express purpose of supporting team formation, norming, and resolving conflicts. (July 2024-May 2025)</p>	<p>Principal, EAC, ILC, Lit Coach, Asst. Principals, GLLs – Utilize results from Myers-Briggs, Conflict Resolution Styles, and Personality Compass results for certified staff to support team development and conflict resolution.</p> <p>Principal, Asst. Principals, Teacher Leaders – Plan and facilitate monthly activities for whole staff to build relational skills.</p>	<p>Implementation will be monitored by the redelivering information from GLISI, analyzing the results of the Myers-Briggs personality test and Conflict handling assessment. Norms will be developed based on the results from these assessments taken by the staff, and through participation in PLC.</p>	<p>Team perception surveys will illustrate an increase in forming and performing stages of team development</p> <p>The majority of students in the grade level with experience growth (low to high) in Reading and Math DRC Beacon scores from BOY to MOY and then from BOY to EOY.</p>
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Allgood Elementary School Improvement Action Plan

SMART Goal 2: By the end of the 2024-2025 school year, we aim to maintain the percentage of students without behavior referrals at or above 90% with a baseline of 92% by continuing a Social Emotional Learning (SEL) program and PBIS. *This initiative is intended to increase teacher and student engagement in the learning process, facilitating a positive educational environment.*

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 and # 4	Provide clear expectations, professional learning on the program, time in the schedule, and ease of access for the usage of the SEL program by all staff.	<p>Introduce the SEL program during preplanning to begin implementation during the first two weeks of school.</p> <p>Bi-monthly, the PLC will meet with admin/counselors to discuss the impact of the SEL program in their classroom. (Sept, Nov, Feb, April)</p>	<p>Principal; Counselors; Asst. Principals; District Student Support Staff – Schedule and develop PL on SEL Program, behavior reporting process, and addressing classroom behavior management for staff identified as needing additional supports through NW GA RESA behavior management training sessions.</p> <p>Counselors – Develop the first two weeks of lessons for staff to deliver in August (July 2024).</p> <p>Principal, Asst. Principals, District SS Staff – Monitor fidelity of implementation during schoolwide schedule period.</p>	Implementation will be monitored through lesson plans, observations of delivery, and sign-in sheets from the PLC.	Behavior referral percentages in each grade level (major incidents) within the classroom for student incivility (ie disrespect, inappropriate behavior, horseplay, etc) will decrease from BOY to MOY and BOY to 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 #4	All staff will integrate SEL principles and PBIS strategies, including Restorative Practices, Mentoring Programs, and Student Support services, which are part of the school-wide behavior plan into their classroom and school setting daily.	Monitor usage of the SEL principles and PBIS strategies and language, which are incorporated into the school-wide behavior plan utilized in the classroom daily (greetings, social contract, daily assessment of contract, CKH questions when needed, ambassadors). (Survey results Sept, Nov 2024; Feb, Apr 2025)	Counselors; APs; SEL/PBIS Committee – Develop, facilitate and score survey of program and principle usage as well as student engagement with these elements based on discipline referrals, self-monitoring, and language of program use. Principal and District SS Staff – Meet quarterly to review results to determine effect on student behavior data.	Implementation will be monitored through classroom observations, SWARM referrals, Safety Advisor referrals, and behavior incident data.	Percentage of staff delivering SEL lessons and/or implementing CKH initiatives will increase schoolwide based on peer and admin observations.

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
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Strategic Goal #2 and #4	Implement incentive programs, supported by fundraisers and partnering with local businesses.	<p>All staff will grant students earned incentives from activities and events, of both individual and team-based reward. Attendance (“All Day, Every Day”), and recognition for exceptional and acceptable behaviors will be used to earn points for periodic incentives. (Oct 1 rollout; Quarterly Incentive days Nov, Jan, Mar, May).</p> <p>SEL/PBIS committee will develop PBIS Rewards, the program, and implement the use by all staff. (Aug – Sept 2024)</p>	<p>Principal, Asst. Principals, Counselors – Learn PBIS Rewards program and provide PL to all staff on its usage.</p> <p>SEL/PBIS Committee – Roll out PBIS Rewards program; encourage all staff to grant students points.</p> <p>PBIS Classroom Teachers; PBIS Endorsed Teachers – Provide PL on positive reinforcement so staff understands the benefit on implementing the program.</p>	Implementation of the action step will be monitored through documentation of incentives issued such as artifacts from events shared with parents and community.	Incentive programs will be offered on average once a month to students based on positive behavior, attendance, and/or engagement.

Allgood Elementary School 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
Professional learning and/or release time will be provided to enhance the collaborative planning of the ELA and Math curriculum and needs based instruction to facilitate Tier 1 and NBI learning. Additionally, PL will be provided to facilitate team building on grade levels to positively impact PLC growth.	Classroom and Intervention Teachers	County Personnel, EAC, ILT, Admin	August 2024 -May 2025	Implementation will be monitored through classroom observations, Oncourse lesson plans, and Coaching/Staff Feedback forms.	<p>School – level classroom peer observations will reflect an emphasis on Tier 1 skill clarity, differentiation and specially designed instruction (SDI);</p> <p>TKES evaluations and coaching cycle observation tools will show staff skill levels are improving in engagement and clarity;</p> <p>Results of assessment data such as unit assessments and DRC Beacon will show improvement in student proficiency or growth towards proficiency</p>

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
<p>Professional learning and/or release time will be provided to staff on the implementation of SEL principles and PBIS strategies, to increase usage. The strategies will be incorporated into the school-wide behavior plan (greetings, social contract with rater, daily assessment of contract, 4 questions when needed, ambassadors).</p> <p>Provide PL on selecting elements from the program to fit into the 30 minutes of explicit, daily instruction established in the schoolwide schedule.</p> <p>At least ten members of the staff will receive first-time training on Capturing Kids Hearts if they are new to the building.</p>	All instructional staff	Admin, EAC, Lit Coach, ILT, County Personnel	August 2024-April 2025	Implementation of the action step will be monitored through classroom observations, SWARM referrals and behavior incident data.	<p>The percentage of staff delivering SEL lessons and/or implementing CKH initiatives will increase schoolwide based on peer and admin observations.</p> <p>Behavior referral percentages in each grade level (major incidents) within the classroom for student incivility (ie disrespect, inappropriate behavior, horseplay, etc) will decrease from BOY to MOY and BOY to EOY.</p>
Provide PD for admin, certified staff, and classified staff on ELA and Math standards, as well as implementing the curriculum with fidelity to provide standards-based skills and prerequisite skills in content areas to all students in the Tier 1 setting.	All instructional staff	Admin, EAC, Lit Coach, ILT, County Personnel	August 2024 – May 2025	Implementation will be monitored through classroom observations, Oncourse lesson plans, and Coaching/Staff Feedback forms.	<p>School – level classroom peer observations will reflect an emphasis on Tier 1 skill clarity, differentiation and specially designed instruction (SDI);</p> <p>TKES evaluations and coaching cycle observation tools will show staff skill levels are improving in engagement and clarity;</p> <p>Results of assessment data such as unit assessments and DRC Beacon will show improvement in student proficiency or growth towards proficiency</p>

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