

# **BESSIE L. BAGGETT ELEMENTARY SCHOOL**



## **School Improvement Plan - ATSI Plan**

**2024 -2025**

**Jamesa Hodge, Principal**

***Baggett Elementary School***  
***School Improvement Plan – ATSI Plan***

**ELA SMART Goal #1:** By the end of the 2024-2025 school year (SY25), we will increase the percentage of 3rd, 4th, and 5th grade students scoring proficient and above in English Language Arts (ELA) on the Georgia Milestones Assessment by 10% from 29.0% (SY24) to 39.0% (SY25).

By the end of the 2024-2025 school year (SY25), we will increase the percentage of 3rd, 4th, and 5th grade students with disabilities (SWD) scoring proficient and above in English Language Arts (ELA) on the Georgia Milestones Assessment by 10% from 1.8% (SY24) to 11.8% (SY25).

**Math SMART Goal #2:** By the end of the 2024-2025 school year (SY25), we will increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students scoring proficient and above in Mathematics on the Georgia Milestones Assessment by 10% from 31.3% (SY24) to 41.3% (SY25).

By the end of the 2024-2025 school year (SY25), we will increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students with disabilities (SWD) scoring proficient and above in Mathematics on the Georgia Milestones Assessment by 10% from 5.5% (SY24) to 15.5% (SY25).

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)
<b><i>Growth &amp; Success for all</i></b>	Implement teacher clarity in daily instruction by providing practical strategies for creating explicit learning intentions, using student-facing language, and ensuring alignment between instruction and assessment. This will be monitored monthly using the Teacher Clarity Implementation Rubric.	<p>Schedule bi-weekly collaborative planning sessions where teachers can work together to refine their learning intentions, instructional strategies, and assessments.</p> <p>Conduct monthly observations using the Teacher Clarity Implementation Rubric to assess the clarity of instructional practices.</p> <p>Review and adjust alignment of instruction and assessment monthly to ensure that all assessments are directly aligned with the explicit learning intentions and instructional content.</p>	<p>Administrators</p> <p>Instructional Coach (ILC)</p> <p>ESEP Lead Teacher</p> <p>ATSI Coach</p> <p>District Support</p> <p>Teachers</p>	<p>Implementation of action step will be monitored by:</p> <ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Classroom observations</li> </ul> <p>Collaborative meeting notes/minutes.</p>	<p>Effectiveness of action steps will be monitored through:</p> <ul style="list-style-type: none"> <li>• Classroom observation data from Teacher Clarity Implementation Rubric.</li> <li>• PLC effectiveness survey to staff</li> <li>• Student performance data on grade level standards-based assessments &amp; district approved formative assessment (<i>DRC Beacon</i>).</li> </ul>

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)
<i>Attracting, Developing, &amp; Retaining Quality, Diverse Professionals</i>	Implement Specially Designed Instruction (SDI) across all special education classrooms, monitored through the SDI Observation Checklist, to tailor educational experiences to individual student needs and ensure improved instructional outcomes and academic growth.	<p>Conduct monthly classroom observations using an SDI Observation Checklist to monitor the effective use of SDI strategies.</p> <p>Provide access to instructional coaches who can offer personalized support and guidance in implementing SDI.</p>	<p>Administrators</p> <p>Instructional Coach (ILC)</p> <p>ESEP Lead Teacher</p> <p>ATSI Coach</p> <p>District Support Teachers</p>	<p>Implementation of action step will be monitored by:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom observations</li> <li>• Coaching session logs</li> </ul>	<p>Effectiveness of action steps will be monitored through:</p> <ul style="list-style-type: none"> <li>• Teacher feedback through survey</li> <li>• Classroom observation data from SDI Observation Checklist.</li> <li>• Student performance data on grade level standards-based assessments &amp; district approved formative assessment (DRC Beacon)</li> </ul>

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)
<b><i>Growth &amp; Success for all</i></b>	Implement a preferred co-teaching model in special education classrooms, monitored through bi-weekly observations using the SDI Classroom Observation Form, to improve instructional delivery and student outcomes.	<p>Schedule weekly planning sessions for co-teachers to collaboratively design lessons, discuss student progress, and refine instructional strategies.</p> <p>Conduct monthly classroom observations using the SDI Classroom Observation Form to monitor the implementation of the co-teaching model.</p> <p>Implement a coaching process where instructional coaches meet with co-teaching pairs as needed to provide personalized support and guidance.</p>	<p>Administrators</p> <p>Instructional Lead Coach (ILC)</p> <p>ESEP Lead Teacher</p> <p>ATSI Coach</p> <p>District Support Teachers</p>	<p>Implementation of action step will be monitored by:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Collaborative meeting notes/minutes</li> <li>• Classroom observations</li> <li>• Coaching session logs</li> </ul>	<p>Effectiveness of action steps will be monitored through:</p> <ul style="list-style-type: none"> <li>• Teacher feedback survey</li> <li>• Classroom observation data SDI Classroom Observation Form.</li> <li>• Student performance data on grade level standards-based assessments &amp; district approved formative assessment (<i>DRC Beacon</i>)</li> </ul>

## *Baggett Elementary School ATSI 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
<p>PLC work will be conducted in English Language Arts (Reading &amp; Writing) to ensure alignment with district initiatives and state standards.</p> <ul style="list-style-type: none"> <li>Teacher Clarity – focused on enhancing teacher clarity to improve instructional effectiveness and student understanding.</li> <li>SDI – focused on practical strategies and tools to effectively tailor instruction, manage classrooms inclusively, align assessments with learning targets, and collaborate effectively to support student success.</li> <li>Co-Teaching – focused on strategies and skills to collaborate effectively, plan lessons, differentiate instruction, and maximize student learning outcomes through shared teaching responsibilities.</li> </ul>	Teachers	Admin.  ILC  ESEP Lead Teacher  ATSI Coach  District Support	Monthly	Implementation of professional learning will be monitored by: <ul style="list-style-type: none"> <li>PL agenda and sign in sheet.</li> </ul>	Effectiveness of support will be monitored by: <ul style="list-style-type: none"> <li>Staff surveys/feedback</li> <li>Student performance data on district approved formative assessment (DRC Beacon) results.</li> </ul>
<p>Conduct coaching sessions to support the strengths and address areas of growth for special education teachers and support staff, utilizing the coaching cycle.</p>	Special Education Teachers/ General Ed. Co-Teachers	Admin.  ILC  ATSI Coach	Bi-weekly & as needed	Implementation of coaching sessions will be monitored by: <ul style="list-style-type: none"> <li>Coaching logs &amp; observations</li> </ul>	Effectiveness of support will be monitored by: <ul style="list-style-type: none"> <li>Participation in coaching</li> <li>Implementation of strategies</li> <li>Student performance data</li> </ul>

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