Shelton Elementary School

School Improvement Plan
2024 -2025

Myers Moreland, 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.

Strategic Goal Areas

Performance Objectives

Growth and Success for ALL	Communication and Engagement	Attracting, Developing, and Retaining Quality, Diverse Professionals	Operational and Organizational Excellence	Innovative Practices and Resource Implementation
Improve student academic growth and achievement	Communicate efficiently, effectively, and transparently with all district stakeholders	Attract and retain high quality, diverse professionals	Develop and implement a facility plan to contend with growth and aging facilities	Develop and advance resources to inspire a culture of innovation
Improve performance of student subgroups	Improve communication and access of information to our diverse populations	Build staff capacity	Enhance safe and effective learning environments	Build staff efficacy to impact innovative practices
Improve student college, career, and life readiness	Facilitate partnerships between community and school district	Develop and implement effective succession planning	Sustain excellent financial stewardship	Implement innovative programs and practices to engage ALL students

SCHOOL MISSION & VISION

Mission & Vision

The mission of Shelton Elementary School is to nurture, engage, and challenge all our students.

The vision of Shelton Elementary School is to inspire all students to become responsible, confident, and lifelong learners.

Shelton Elementary School Improvement Action Plan

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 49.7% (369 students) in Spring 2024 to 53.8% in Spring 2025. (Increase by 1 in each class (30 total) to 399 Total)

- *3rd grade: the percentage of students scoring proficient and above on the ELA portion of the GMA will increase from 49.3 % (113 students) in Spring 2024 to 54.3 % (124 students) in Spring 2025. *Compared to 2024 3rd grade cohort. (Increase 11 students)*
- *4th grade: the percentage of students scoring proficient and above on the ELA portion of the GMA will increase from 38.4 % (98 students) in Spring 2024 to 41.9 % (107 students) in Spring 2025. *Compared to 2024 3rd grade cohort. (Increase 9 students)*
- *5th grade: the percentage of students scoring proficient and above on the ELA portion of the GMA will increase from 61.4 % (158 students) in Spring 2024 to 65.1 % (168 students) in Spring 2025. *Compared to 2024 4th grade cohort. (Increase 10 students)*

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, 3, 4, & 5

GSPS.CS.1-3
GSPS.AS.1-5
GSPS.IS.1-8
GSPS.PLS.1-5
GSPS.LS.2-8	**Teachers will utilize and analyze student literacy data monthly to identify areas of strength and/or need and provide individual intervention or enrichment to meet the student's needs.**	• Teachers will set individualized goals using current literacy data and previously created goal setting protocols. • Teachers and administrators will monitor the progress of student groups scoring in the developing range on the GMA or formative measures at each data meeting and provide instructional support as needed. • In grades K-5, teachers will use Acadience data to identify students who need enrichment during reading instruction. Teachers will provide enrichment opportunities for these students during the reading lesson. • Teachers will use high leverage practices in Tier I instruction and during differentiated instructional blocks to support students scoring in the developing range on GMA or formative measures.	EAC, admin, district support, GL team leads, teachers	Agendas, sign-in sheets, assessment results on Acadience, student group data	Acadience Subtest progress; classroom observations; Student progression in DI groups during the literacy NBI block; student group growth documentation on literacy data doc • K- The % of students at or above benchmark on the Acadience composite will increase from 59% in BOY to __% by MOY to __% by the EOY benchmark. • 1st – The % of students at or above benchmark on the Acadience composite will increase from 56% in BOY to __% by MOY to __% by the EOY benchmark. • 2nd - The % of students at or above benchmark on the Acadience composite will increase from 73% in BOY to __% by MOY to __% by the EOY benchmark. • 3rd - The % of students at or above benchmark on the Acadience composite will increase from 77% in BOY to __% by MOY to __% by the EOY benchmark. • 4th – ORF Accuracy % of students at or above benchmark will increase from 74% in BOY to __% MOY to __% by the EOY benchmark. MAZE % of students at or above benchmark will increase from 70% in BOY to __% in

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					MOY to __% by the EOY benchmark. • 5th - ORF Accuracy % of students at or above benchmark will increase from 60% in BOY to __% MOY to __% by the EOY benchmark. MAZE % of students at or above benchmark will increase from 72% in BOY to __% in MOY to __% by the EOY benchmark.
Strategic Goal 1-5 GSPS.CS.1-3 GSPS.AS.1-5 GSPS.IS.1-8 GSPS.PLS.1-5 GSPS.LS.2-8	Each grade level PLC will use common rubrics to collaboratively score students writing summative assessments each quarter.	• Teachers or teams will participate in vertical planning to use common rubrics to score summative writing assessments during October 2024. • K-5 teachers and support staff will participate in collaborative scoring after each assigned summative writing assessment.	Admin, Writing district support, EAC, PLC lead	Agendas, sign-in sheets, lesson plans, student conferencing notes, Write Score data, student grades, PLC minutes, student group data	Classroom observations, students' formative/summative assessment results, Write Score Assessment data,

Strategic Goal 1-5 GSPS.CS.1-3 GSPS.AS.1-5 GSPS.IS.1-8 GSPS.PLS.1-5 GSPS.LS.2-8	Teachers will provide targeted feedback in writing through writing conferences at least twice for each student each month.	• Teachers will participate in writing data digs following each administration of WriteScore 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.	Admin, Writing district support, EAC, PLC lead, teachers	Agendas, sign-in sheets, lesson plans, student conferencing notes, WriteScore data, student grades, PLC minutes, student group data, conferencing notes	Classroom observations, students' formative/summative assessment results, Write Score Assessment data • 3rd – The % of students scoring 4 out of 7 points or higher on the WriteScore opinion essay will increase from 11.3 % in 2023 to 15 % in 2024. The % of students scoring 4 out of 7 points or higher on the WriteScore informational essay will increase from 16.4% in 2023 to 21 % in 2024. • 4th - The % of students scoring 4 out of 7 points or higher on the WriteScore opinion essay will increase from 24.4% in 2023 to 29 % in 2024. The % of students scoring 4 out of 7 points or higher on the WriteScore informational essay will increase from 28% in 2023 to 33 % in 2024. • 5th - The % of students scoring 4 out of 7 points or higher on the WriteScore opinion essay will increase from 66% in 2023 to 71 % in 2024. The % of students scoring 4 out of 7 points or higher on the WriteScore informational essay will

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					increase from 44% in 2023 to 49 % in 2024.

Shelton Elementary School Improvement Action Plan

SMART Goal 2: The percentage of 3rd, 4th, and 5th grade students scoring proficient and above on the Spring Math Georgia Milestones Assessment will increase from 54.2% (402 students) in Spring 2024 to 60% (445 students) in Spring 2025.
- *3rd grade: the percentage of students scoring proficient and above on the math portion of the GMA will increase from 61 % (139 students) in Spring 2024 to 70% (169 students) in Spring 2025. *Compared to 2024 3rd grade cohort.*
- *4th grade: the percentage of students scoring proficient and above on the math portion of the GMA will increase from 61% (139 students) in Spring 2024 to70% (166 students) in Spring 2025. *Compared to 2024 3rd grade cohort.*
- *5th grade: the percentage of students scoring proficient and above on the math portion of the GMA will increase from 54% (138 students) in Spring 2024 to 60% (163 students) in Spring 2025. *Compared to 2024 4th grade cohort.*

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 1, 3, 4, & 5 **GSPS.CS.1-3** **GSPS.AS.1-5** **GSPS.IS.1-8** **GSPS.PLS.1-5** **GSPS.LS.2-8**	**Teachers will understand and utilize the Georgia Standards of Excellence in Math and an aligned curriculum to implement consistent Tier 1 mathematics instruction and demonstrate student progress on the math Beacon assessment in grades 3-5.**	• Teachers will participate in vertical professional learning on the new math standards and new curriculum.	EAC, district support, GL team leads, teachers	Agendas, sign-in sheets, KickUp PL records, meeting minutes, Beacon math results for 3rd-5th, formative assessment measures for K-5, math data doc, grade-level meeting minutes	Student formative data on the Math Beacon assessment for 3rd-5th; summative assessment measures for K-5; classroom observations; student group growth documentation on math data doc • 3rd - The % of students scoring prepared on the Beacon math assessment will increase from .4% in BOY to __% by MOY to __% by the EOY administration. • 4th - The % of students scoring prepared on the Beacon math assessment will increase from 1.3% in BOY to __% by MOY to __% by the EOY administration. • 5th - The % of students scoring prepared on the Beacon math assessment will increase from .4% in BOY to __% by MOY to __% by the EOY administration.

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 1-5 **GSPS.CS.1-3** **GSPS.AS.1-5** **GSPS.IS.1-9** **GSPS.PLS.1-5** **GSPS.LS.2-8**	**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 quarterly math data meetings, teachers will discuss overall student achievement and the progress of students scoring in the developing range of the GMA or formative assessment measures to make decisions for intervention and extension groups. • K-5 teachers will incorporate high leverage practices during math Tier I and differentiated instruction.	EAC, district support, GL team leads, teachers	Agendas, sign-in sheets, KickUp PL records, meeting minutes, DTM pre- and post-assessment results, math data doc, grade-level meeting minutes, student group data	Student formative data using local measures; DTM pre- and post-test progress; classroom observations; student group growth documentation on math data doc, growth on Beacon

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Strategic Goal 1-5 GSPS **GSPS.CS.1-3** **GSPS.AS.1-5** **GSPS.IS.1-8** **GSPS.PLS.1-5** **GSPS.LS.2-8**	**Teachers will participate in and implement grade-level specific PBLs to engage in the engineering design process to move the school from level 3 to level 4 on the STEM continuum.**	• Grade-levels will plan and implement lessons to support a PBL throughout the year using the engineering design process. • Teachers will receive PL on the engineering design process and will have time to collaboratively plan instruction to support the grade-level PBL topic. • Documentation will be kept in grade-level meeting minutes, STEM committee meeting minutes, and in the STEM continuum folder in TEAMS to document progress towards a level 4 on the STEM continuum.	STEM committee reps, STEM teachers, EAC, district support, GL team leads, teachers	Agendas, sign-in sheets, KickUp PL records, meeting minutes, grade-level meeting minutes, STEM committee minutes, STEM Continuum documentation maintained in TEAMS.	Weekly PLC minutes with progress notes on the Engineering Design Process; STEM Continuum documentation maintained throughout the year with progress towards a Level 4 on the STEM continuum. Cognia observations, Cognia narratives and evidence in platform

Shelton 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**
Vertical Math Professional Learning	K-5 teachers and support staff	EAC, district support	Aug 2024-April 2025	KickUp PL records, agendas, sign-in sheets, student group data	Classroom observations; student group growth documentation on math data docs
Grade-Level PLCs focused on ELA, Math, and Tech instruction and data desegregation	K-5 teachers and support staff	EAC, Literacy Coach, district support	Aug 2024-April 2025	KickUp PL records, agendas, sign-in sheets, assessment results on Acadience and Math Beacon assessment, local formative measures, student group data	Student formative data on local ELA and math formative measures, Acadience Subtest progress; classroom observations; student group growth documentation on literacy and math data docs; WriteScore results; completed IT coaching modules
STEM Certification Process PL	K-5 teachers, support staff	EAC, district support, STEM teachers, STEM Committee	Aug 2024-April 2025	Agendas, sign-in sheets, KickUp PL records, meeting minutes, grade-level meeting minutes, STEM committee minutes, STEM Continuum documentation maintained in TEAMS.	Weekly PLC minutes with progress notes on the Engineering Design Process; STEM Continuum documentation maintained throughout the year with progress towards a Level 4 on the STEM continuum

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Literacy Data Digs	K-5 teachers and support staff	Literacy Coach	Aug 2024- April 2025	KickUp PL records, agendas, sign-in sheets, assessment results on Acadience, student group data	Student formative data on the Acadience Subtest progress; local formative measures; classroom observations; Student progression in DI groups during the literacy NBI block; student group growth documentation on literacy data doc
Writing PL – focus on consistent use of rubrics, collaborative scoring, and conferencing	K-5 teachers and support staff	Literacy coach, EAC, district support	Aug 2024- April 2025	Agendas, sign-in sheets, lesson plans, student conferencing notes, Write Score data, student grades, PLC minutes, student group data	Classroom observations, students' formative/summative assessment results, Write Score Assessment data, GMA ELA data; student group growth documentation on literacy data doc
Math Data Digs	K-5 teachers and support staff	EAC and District Support	Aug 2024- April 2025	Agendas, sign-in sheets, KickUp PL records, meeting minutes, local formative assessment results, DTM pre- and post-assessment results, math data doc, grade-level meeting minutes, Progress Learning reports; student group data	Student formative data on local formative math assessments; DTM pre- and post-test progress; classroom observations; Student progression in DI groups during the math NBI block; Progress Learning and LiftOff reports; student group growth documentation on math data doc