

Lillian C. Poole Elementary School



School Improvement Plan 2024 -2025

Kelly Davis, 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

Vision: At Poole Elementary, excellence is our standard. Professional educators, dedicated students and a supportive community working together to ensure the success of every child today and tomorrow.

Mission: Engaging students. Inspiring minds. Preparing leaders.



Poole Elementary School Improvement Action Plan

SMART Goal 1: During the 2024-2025 school year, Poole will increase the percentage of students in 3rd - 5th grades who scored proficient or advanced on the Georgia Milestones Reading Assessment by 3%.

- a) 3rd grade will increase from 42.86% to 46%*
- b) 4th grade will increase from 38.03% to 41%*
- c) 5th grade will increase from 37.65% to 41%*

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 Growth and Success for ALL	Implement WIN time for students identified as approaching in reading to provide targeted support and improve reading skills	Teachers will analyze student data to identify specific areas for improvement, adapting instructional strategies to address each student's area of need Available support teachers will collaborate with EIP and homeroom teachers to deliver differentiated reading instruction during WIN time	Literacy Coach, EAC, Classroom Teachers, and Administration	A list of identified students for WIN time will be created based on BOY data Signed permission forms will be collected from parents for participation in WIN time Weekly attendance logs will be maintained to track student participation Planning notes will document collaboration between EIP and homeroom teachers	Improved student reading skills will be demonstrated through data-driven instructional decisions during WIN time Data days will be used to monitor progress, allowing students to move through word recognition groups Classroom progress data will show a decrease in the number of students recycling within DI groups

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 5 Innovative Practices and Resource Implementation	Implement a comprehensive weekly focused reading strategy	<p>The Literacy Coach and EAC will check-in with grade levels at the beginning of the year and quarterly during planning days to review progress and address any instructional needs</p> <p>Grade levels will design a curriculum map based off Bookworms curriculum while tailoring to meet grade level needs</p> <p>Administration will review and approve any changes made to curriculum maps to ensure alignment with school-wide literacy goals</p>	Literacy Coach, EAC, EIP Teachers, Grade Level Teachers, MTSS Support Specialist, Administration	<p>Administration, Literacy Coach, EAC and teachers meet at the beginning of the year to identify literacy needs</p> <p>Curriculum maps will be tailored to address the identified needs and will be reviewed quarterly to adapt to any changes in student progress or instructional focus</p>	<p>Reading data spreadsheet will be used to track student's progression through DI cycles</p> <p>Acadience data will show progression based on appropriate time of year learning targets</p>

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 2 Communication and Engagement	Enhance collaboration among EIP, ESOL, and ESEP teachers to strengthen reading instruction and improve student outcomes through effective co-teaching practices	<p>Homeroom teachers will collaborate with EIP, ESOL, and ESEP teachers to ensure successful co-teaching and differentiated reading instruction tailored to students' needs</p> <p>Support teachers will collaborate with homeroom teachers to align instructional strategies and provide targeted support</p>	Homeroom teachers, EIP Teachers, ESOL Teacher, and ESEP teachers	<p>District support for PL in effective co-teaching models</p> <p>Peer observations to monitor effectiveness of co-teaching models during first semester</p> <p>Mid-year check-in with administration will assess progress, identify challenges, and determine next steps for continued collaboration</p> <p>Collaborate with media specialist to identify and utilize additional literacy resources to support instruction</p> <p>A School Success Contract will be developed for identified students, where they meet weekly with a counselor for six weeks to enhance accountability for classroom participation, effort, student success, and behavior</p>	<p>Collaborating teachers will complete survey/rubric quarterly to monitor progress of co-teaching models</p> <p>Impact checks on student progress to monitor co-teaching effectiveness and identified students' growth</p> <p>Weekly monitoring checklist for students who have a Student Success Contract</p>

Poole Elementary School Improvement Action Plan

SMART Goal 2: During the 2024-2025 school year, Poole will increase the percentage of students in grades 3rd-5th scoring proficient or advanced on the Narrative writing response on the Georgia Milestones Assessment by 3%.

- a) 3rd grade will increase from 26.9% to 30%*
- b) 4th grade will increase from 42.7% to 46%*
- c) 5th grade will increase from 40.7% to 44%*

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 5 Innovative Practices and Resource Implementation	<p>Teachers in grades 2-5 will implement an integrated ELA pacing map with embedded Write Score lessons.</p> <p>Leadership will conduct walkthroughs in grades 2-5 to monitor fidelity of implementation.</p> <p>Grade levels will create and submit writing pacing guides each 9 weeks that aligns with the integrated ELA map.</p>	<p>Grade level teams will meet quarterly to develop and evaluate new writing units, ensuring alignment with the pacing guide and district expectations.</p> <p>Teachers will adjust instructional strategies and materials based on data from Write Score assessments and leadership feedback.</p>	Literacy Coach, EAC, Team Lead, EIP Teachers, District Writing Coach, Administration	<p>Teachers will balance Interactive Read Alouds (IRA) and writing within ELA pacing guides and include extended writing tasks every 9 weeks</p> <p>Teachers in grades 3-5 will focus on teaching specific genres before each Write Score administration</p> <p>Oncourse plans for extended writing lessons will be reviewed for alignment with pacing guide</p> <p>Meeting agendas, sign-in sheets, and collaborative planning notes from quarterly meetings</p>	<p>Observation feedback will reflect the effective integration of Write Score lessons and genre instruction within the pacing guide</p> <p>Quarterly evaluations of student writing/journals will show growth in writing skills aligned with the goals of the pacing map</p> <p>Write Score reports from January and March will show student progress and areas for continued growth</p>

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)
				Leadership walkthrough checklists and feedback forms documenting the implementation of the integrated ELA pacing map	
Strategic Goal 5 Innovative Practices and Resource Implementation	Teachers in grades K-1 will implement specific strategies to build writing foundations within their ELA segment, focusing on developing foundational writing skills through integrated ELA instruction	<p>Staff will meet during pre-planning to update pacing guides for writing that incorporates foundational writing strategies aligned with early literacy standards.</p> <p>Teachers will meet quarterly to develop and evaluate writing units that address specific developmental needs in writing for K-1 students.</p>	Literacy Coach, District Writing Coach, Writing Committee, Grade Level Teachers, Administration	<p>Teachers will balance IRA and Writing within ELA pacing guides and will include extended writing tasks every 9 weeks.</p> <p>Oncourse lesson plans for the extended writing lessons will be posted weekly.</p>	<p>Quarterly observations and feedback of writing lessons will provide data on the effectiveness of foundational writing strategies and their integration within the ELA segment</p> <p>Quarterly evaluations of student writing/journals will track progress in foundational writing skills such as letter formation, spacing and sentence structure</p>
Strategic Goal 3 Attracting, Developing, and Retaining Quality, Diverse Professionals	Implement writing intervention through student conferencing.	<p>Grade level teachers will receive professional development from district writing coach to build effective conferencing strategies</p> <p>The EAC and Literacy Coach will provide ongoing support by modeling effective conferencing techniques and providing resources</p> <p>The Writing Committee will meet monthly to</p>	Literacy Coach, District Writing Coach, Teachers, Administration	<p>Grade level teachers will receive quarterly PL from district writing coach</p> <p>EAC and Literacy Coach will conduct quarterly classroom observations and provide feedback to teachers, focusing on the quality and frequency of student conferences</p> <p>Agendas and sign in sheets from grade level PL</p> <p>The Writing Committee will meet monthly, with minutes</p>	<p>Observation feedback will document increased frequency and effectiveness of student conferencing</p> <p>Students will be able to articulate their next steps in writing, demonstrating understanding of their goals and the strategies needed to achieve them</p>

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)
		review grade-level progress and share best practices in student conferencing		documenting conferencing progress and adjustments GMA/WriteScore Rubrics will be applied consistently during student conferencing to track student progress and set individualized goals	
Strategic Goal 5 Innovative Practices and Resource Implementation	Teachers will implement collaborative grade-level analysis of student writing.	Grade level teachers will collaborate on a common writing piece This process will allow teachers to have a common understanding of grading	Literacy Coach, Grade Level teachers	Using GMA/WriteScore rubrics, teachers will meet quarterly to conduct analysis of student writing Grade level meeting minutes	Analysis of Writing Trends: Identification of common strengths and areas for improvement across grade levels, showing alignment in grading and instructional strategies Increased teacher confidence in grading consistency and identification of targeted instructional needs

Poole Elementary School Improvement Action Plan

SMART Goal 3: During the 2024-2025 school year, Poole will increase the percentage of students in grades 3rd-5th scoring proficient or advanced on the Georgia Milestones Math Assessment by 3%.

- a. 3rd Grade will increase from 30% to 33%
- b. 4th Grade will increase from 41% to 44%
- c. 5th Grade will increase from 29% to 32%

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 Growth and Success for ALL	Use 3 days per week to implement math interventions during Math Needs-Based Instruction (DTM). Use an additional 2 days per week for Tier 1 grade-level standards remediation.	Each grade level will meet to develop DTM/BFF groups Homeroom teachers, serving non-DTM groups will provide instruction based on Tier 1 data to support foundational skills Support teachers will serve intervention groups, using math data to target specific skill deficits. For Tier 1 remediation days, homeroom teachers will focus on their own students' needs, utilizing data	EAC, MTSS Coach, IM Grade Level Representatives, Teachers, Administration, District Math Support	This will continue throughout the school year.: Interventions: Mon.-Wed Remediation: Thurs. & Fri. Students will be pulled out for intervention days, while EIP teachers will push into homerooms for remediation days, prioritizing inclusion and EIP-heavy homerooms. Grade-level teams will meet between units to discuss and determine the placement of non-DTM students using pre-unit assessments. Meeting agendas, sign-in sheets, and data review notes documenting the placement	Use "Show-What-You-Knows" and monthly reassessments to monitor progress and adjust interventions and remediation as needed Math Data Days to review student progression on data spreadsheets, ensuring continuous growth within DTM groups Pre- and post-Illustrative Assessments will be used to compare growth data and measure the effectiveness of interventions Beacon Math: Growth will be tracked across each

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)
		<p>from cool downs, checkpoints, and end-of-unit assessments to guide instruction</p> <p>Support teachers will push into classrooms during remediation days, with a focus on inclusion and EL students to provide differentiated support</p>		process and instructional adjustments.	administration to measure student progress
Strategic Goal 1 Growth and Success for ALL	Implement the station teaching model in inclusion classrooms during Illustrative Math instruction to differentiate learning and provide targeted support	<p>Homeroom teachers and co-teachers will collaborate regularly, using math data to plan flexible groups and place students according to their specific needs</p> <p>ESEP & HR teachers will collaborate ensuring all students' needs are addressed</p>	EAC, MTSS Coach, Teachers, Administration, District Math Support	<p>Co-teaching classrooms will meet during pre-planning sessions and during school-based Digital Learning Days in August, October, January, and March to review student data, plan lessons, and adjust grouping strategies</p> <p>Homeroom and co-teachers will receive professional learning on ILC platform and station teaching model</p>	<p>Sign-in sheets will document participation in professional learning and planning meetings, ensuring collaboration and capacity building</p> <p>Student Beacon data will be monitored with a focus on co-teaching classrooms to evaluate student progress and the effectiveness of the station teaching model</p> <p>End-of-unit assessments will measure student growth</p>
Strategic Goal 1 Growth and Success for ALL	Implement "What I Need" (WIN) time school-wide to target and increase student math scores by providing differentiated support based on	<p>Teachers will identify students who are approaching proficiency based on BOY data</p> <p>EIP teachers will pull small groups of 2nd-5th grade students in the</p>	EIP teachers, Homeroom teachers	In September, teachers will use BOY data to identify students categorized as approaching and include them in WIN time groups for the first half of the year	<p>WIN Time attendance logs will track student participation</p> <p>Student Beacon math data will be analyzed to measure growth and assess the effectiveness of WIN time interventions</p>

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)
	individual student needs	<p>mornings to provide targeted math support and intervention</p> <p>K-1 homeroom teachers will serve students in their classrooms during morning WIN time, focusing on foundational math skills and concepts</p> <p>All students will engage in Progress Learning activities tailored to their individual domain data to address specific learning gaps</p>		<p>In January, teachers will analyze MOY data to reassess and identify students who remain in the approaching category to participate in WIN time</p> <p>Attendance logs will be maintained for WIN time to monitor student participation and engagement</p> <p>Progress Learning data will be used to track individual student progress and adapt instruction as needed</p>	Progress Learning data will demonstrate growth in individualized targeted areas

Poole Elementary'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
Teachers will actively participate in professional learning opportunities and grade level planning for Illustrative Math trainings and math data days after each Beacon screener to implement differentiated instructional strategies to meet the needs of all learners.	All Staff, homeroom teachers and support staff	Taylor Stapp-EAC, Laura Freeman-District Math Support	Monthly grade level planning First and Second Semester planning days	Grade level planning to support math curriculum maps. Support from the EAC, district math team and school admin in grade level and half day plannings. Implementation of district curriculum map for math using Illustrative Math and Math by the Book	Beacon Math Data Math Data Days Do The Math data Grade Level Planning meeting minutes Unit Planning Templates Lesson Plans on Oncourse Increase Spring Math Georgia Milestones Assessment
Facilitate coaching sessions and peer observations with teachers individually to support professional goals in writing and mathematics.	All Staff, homeroom teachers and support staff	Taylor Stapp-EAC; Laura Freeman-District Math Support; Kim Merrell-District Writing Specialist; Annette Watts-Literacy Coach	Quarterly observations with grade level feedback and next steps-Quarterly	Coaching Logs Lesson plans in Oncourse Conduct writing and Illustrative Math lesson observations. Schedule meetings to follow up and provide feedback. Schedule follow up observations based on formative writing and math	TKES Observations Observations of Lessons Coaching data Oncourse review of writing and math lessons Student Beacon & Write Score Data Increase Spring ELA Georgia Milestones Assessment data

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
				data and next steps from observations. Repeat.	Math Data Days; Do The Math/NBI data Grade Level Planning meeting minutes
Teachers will actively participate in professional learning opportunities for integrated ELA modules, which include Bookworms Genre-Based Writing, Interactive Read Alouds, and Write Score trainings to implement differentiated instructional strategies to meet the needs of all learners. After analyzing Write Score and District “Writing to Texts” assessment data, teachers will then be able to remediate and/or extend writing opportunities for students.	All Staff, homeroom teachers and support staff	Annette Watts- Literacy Coach; Taylor Stapp- EAC; Kim Merrell- District Writing Specialist	First and Second Semester planning days	District developed Modules and pacing guides for ELA/ writing including embedded Write Score lessons.	Observations of writing lessons Student writing samples Write Score reports Increase Spring ELA Georgia Milestones Assessment data

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 reading professional learning opportunities surrounding Bookworms, GA ELA Standards, and Georgia Literacy Academy courses.	All Staff, homeroom teachers and support staff; Vertical Reading Committee	Annette Watts-Literacy Coach; Taylor Stapp- EAC; Kim Freedman-District ELA Curriculum Coordinator	Monthly	<p>Walkthrough observations with Bookworms look-fors checklist</p> <p>Collaboration with classroom teachers, Literacy Coach, and EAC to define Tier 1 expectations when implementing instruction with fidelity</p> <p>Continuing to utilize 1st Edition materials, while following guidelines for components, strategies, and interventions.</p> <p>Participation in monthly GA LIT Academy courses and professional learning redelivery with certified staff members.</p>	<p>Beacon ELA Data</p> <p>MAP Reading Data</p> <p>Increase Spring Georgia Milestones Assessment reading data</p>