

# **Panter Elementary School**



## **School Improvement Plan 2024 -2025**

**Jacob Griffith, 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

- Building positive relationships that develop academic and social growth in **all** students

### Mission

- **PES: Positively Empowering Students**

***“Where Small Paws Make Big Impressions”***



## *Sam D. Panter Elementary School Improvement Action Plan*

***SMART Goal 1: 3<sup>rd</sup>-5<sup>th</sup> Grade students scoring proficient and advanced on the ELA Georgia Milestones will increase from 41% in Spring 2024 to 50% in Spring 2025.***

| Strategic Goal Area                             | Initiatives/<br>Action Steps  | Process Goals<br>(Guide your Action Steps –<br>benchmarks along the way)   | Person(s)<br>Responsible     | Monitoring   |   |
|---|---|--|------------------------------|--|---|
|   |   |  |                              | Implementation<br>(Artifacts/Evidence)   | Effectiveness<br>(Formative Data)   |
| Strategic Goal<br>Growth and<br>Success for all | Focus on building<br>fluent writers in<br>all grade levels by<br>examining and<br>adjusting<br>instructional<br>practice in<br>professional<br>learning<br>communities. | <p>Explore and evaluate Write Score resources and implement as needed. Use data from write score three times between October and April</p> <p>Teachers will conference weekly with students during the ELA writing segment. During small group writing conferencing and giving specific feedback.</p> <p>Employ district writing support quarterly to evaluate and improve writing instruction within the professional learning community.</p> <p>Teachers will implement goal setting during weekly writing conferencing sessions.</p> <p>Students can write independently for at least 15 minutes. This focus on stamina will take place throughout the school year.</p> | EAC, ILC,<br>Certified Staff | <p>Writing PLC minutes and artifacts indicate a focus on conferencing, using formative data to drive instruction, integration of Write Score resources with the Bookworms Writing curriculum.</p> <p>Observational data from Principal, AP, and EAC.</p> | <p>Quarterly School Improvement Plan impact checks.</p> <p>Formative Data from the Beacon Assessment</p> <p>Observational data from Principal, AP, and EAC.</p> <p>Data analysis held after each administration of Write Score.</p> |

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| <b>Strategic Goal</b><br>Growth and Success for ALL | Provide students with more instructional opportunities to acquire comprehension and vocabulary skills when reading grade level texts. | <p>Examine and improve instructional practices as they relate to vocabulary and comprehension teaching strategies based on science of reading modules. Implementation of strategies into the DI block will be in place by January 2025.</p> <p>Beginning in September, implement the use of a student-driven reading goal sheet to track formative fluency and comprehension data throughout the year.</p> <p>Track student progress toward comprehension goals with the regularly scheduled use of Acadience Maze assessments.</p> <p>Teachers and Administrators analyze comprehension data monthly within literacy data days.</p> <p>Beginning in September, use of Data Driven intervention programs in Literacy including UFLI, Fluency Comprehension Intensive, and 95% Comprehension and Sonday System to remediate areas of weakness.</p> | Principal, EAC, ILC, EIP Support Staff, Certified Teachers | <p>We will know this occurred:</p> <ul style="list-style-type: none"> <li>• Examination of teacher lesson plans and observational data indicating appropriate DOK questions for the differentiated instruction block within Fluency Comprehension and Vocabulary/Comprehension groups.</li> <li>• Shared Reading Lesson plans containing comprehension-based learning activities.</li> <li>• Reading data day to prepare for the differentiated instruction block.</li> </ul> | Effectiveness of action step will be monitored with data from Acadience, Beacon scores, lesson plans and data from teacher observations. |
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| <b>Strategic Goal</b><br>Attracting,<br>Developing, and<br>Retaining<br>Quality Diverse<br>Professionals | Deepen<br>knowledge and<br>understanding in<br>the Science of<br>Reading to<br>provide higher<br>quality literacy<br>instruction. | Completion of Cox Campus<br>modules within the Georgia<br>Literacy Academy by May<br>2025.<br><br>Hold monthly full staff<br>professional development<br>sessions.<br><br>Implementation of<br>instructional strategies that are<br>aligned with the science of<br>reading. Strategy<br>implementation will take place<br>in order and time following<br>the completion of each Cox<br>Campus module. | Principal, AP,<br>EAC, ILC,<br>Certified<br>Teachers | Lesson plans indicating instructional<br>strategies aligned with the science of<br>reading.<br><br>Cox Campus module completion<br>records<br><br>Professional Development session<br>artifacts | The effectiveness of this<br>action step will be<br>monitored with Beacon<br>score data, Acadience<br>data, reading DI formative<br>data. |
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## *Sam D. Panter Elementary School Improvement Action Plan*

***SMART Goal 2: 3<sup>rd</sup>-5<sup>th</sup> Grade students scoring proficient and advanced on the Math Georgia Milestones will increase from 41% in Spring 2024 to 45% in Spring 2025.***

| Strategic Goal Area                                 | Initiatives/Action Steps   | Process Goals<br>(Guide your Action Steps – benchmarks along the way)  | Person(s) Responsible     | Monitoring   |   |
|---|--|--|---------------------------|--|---|
|   |  |  |                           | Implementation<br>(Artifacts/Evidence)   | Effectiveness<br>(Formative Data)   |
| <b>Strategic Goal</b><br>Growth and Success for ALL | Implement and sustain a Math Workshop model and Need Based Instruction to provide students with more opportunities for small group instruction and improvement of math fluency skills. This model will reflect the instructional priorities of the Illustrative Math Curriculum while capturing opportunities for small group instruction. | <p>EAC and ILC will provide quarterly instructional coaching and feedback for Illustrative Math and monitor fidelity of practice.</p> <p>Math data day sessions to review formative data &amp; create small groups.</p> <p>Data Driven intervention programs and need based differentiated instruction will be provided from September to May to remediate areas of weakness.</p> <p>From August to May, we will use additional support staff to reduce class sizes and create additional opportunities for small group instruction.</p> | EAC, ILC, Certified Staff | <p>Data Days will be held monthly, and student grouping will be updated accordingly.</p> <p>Observation and coaching cycle data</p> <p>Student math fluency growth chart</p> <p>Math fluency program reports.</p> <p>Data Day student progress monitoring sheets</p> <p>Title I data collection and progress monitoring artifacts for “at promise” students.</p> | The effectiveness of this action step will be monitored with math Beacon scores, the Math data spreadsheet, math data wall, lesson plans, and teacher observational data. |



## *Sam D. Panter Elementary School Professional Learning Plan*

| Professional Learning Strategy/Support<br>(Should be connected to effectiveness monitoring of action steps in the SIP)   | Audience   | Presenter                                    | Timeline                | Monitoring  |  |
|--|--|--|-------------------------|---|--|
|  |  |  |                         | Implementation  | Effectiveness  |
| Teachers in grades K-5 new to the Bookworms Reading Program will participate in PL to successfully implement the program with fidelity.  | Teachers in grades K-5 new to the Bookworms Reading Program                | District Support Staff/<br>EAC               | July 2024-<br>Sept 2024 | Teachers will show an understanding of Bookworms to provide consistent and research-based literacy instruction to student learners in the classroom.  | Effectiveness will be monitored through Agendas, Sign In Sheets, Lesson Plans, KickUp Pulse records, observational data, and constructive feedback.  |
| Designated staff members will receive training on intervention programs such as: UFLI, Bookworms Intensive, Sonday System, Foundations Building Fact Fluency, and Do the Math.   | Certified EIP and ESEP Teachers  | District Support Staff,<br>ESEP Lead,<br>EAC | Aug 2024-<br>May 2025   | Teachers will demonstrate proficiency in UFLI, Bookworms Intensive, Sonday System, Foundations Building Fact Fluency, and Do the Math.  | Effectiveness will be monitored through lesson plans, post coaching observations, and data day progress monitoring.  |
| Certified staff members participate in training on the science of reading using the Cox Campus modules within the Georgia Literacy Academy. Following the modules, staff participate in monthly PL sessions focused on the implementation of SOR strategies. | All K-5 teachers, ESEP teachers, support teachers, and Administration      | District Support staff/EAC                   | July 2024-<br>May 2025  | Certified teachers who have not been LTRS trained will participate in Cox Campus Modules, followed by full staff meetings to extend and implement strategies from the Science of Reading modules. | Effectiveness will be monitored through KickUp Pulse attendance, PLC agenda and sign in sheets, and admin observations.  |
| Elementary Curriculum Teacher Leaders will be involved in a curriculum focused PLC and will redeliver information to grade level. These ECTLs will serve as teacher leaders in their PLCs.   | 1 teacher from each grade level, end audience being all Homeroom teachers. | District Leaders                             | Aug 2024-<br>May 2025   | ECTLs will assist in the implementation of curricular initiatives in collaboration with district curriculum coordinators and school administration.   | Effectiveness will be monitored through KickUp Pulse records, collaboration with grade level team during professional learning communities, lesson plans, admin observations, and constructive feedback. |

| Professional Learning Strategy/Support<br>(Should be connected to effectiveness monitoring of action steps in the SIP)  | Audience            | Presenter   | Timeline              | Monitoring   |   |
|---|---------------------|---|-----------------------|--|---|
|   |                     |   |                       | Implementation   | Effectiveness   |
| Certified staff members will receive professional learning opportunities in Writing Strategies, Writing Conferencing, WriteScore lesson implementation, and WriteScore data analysis. | All Certified Staff | EAC/<br>Literacy Coach/<br>ILC/<br>District Writing Coach | Aug 2024-<br>May 2025 | Teachers will demonstrate an understanding of using writing strategies to improve student writing instruction and implement small group conferencing in the classroom setting. | Effectiveness will be monitored through WriteScore assessments, observations, constructive feedback, and lesson plans |

Supports that may be included:

- Administrator and Instructional Coach support during Professional Learning Community sessions
- Coaching sessions with Individual Teachers
- Mentors
- Online Professional Learning Opportunities through the Georgia Literacy Academy
- Ongoing District or School provided Professional Learning