**Dallas Elementary School**

A logo for a school

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**School Improvement Plan**

**2024 -2025**

**Mrs. Tasha Adams, Principal**

SCHOOL MISSION & VISION

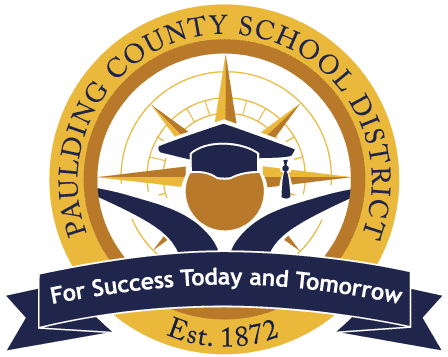
**VISION**

The vision of the staff at Dallas Elementary School is to cultivate a climate of personal and academic growth for all students.

**MISSION**

-Start with the heart

- Grow what we know



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| ***Dallas Elementary School Improvement Action Plan***  ***SMART Goal 1 Increase the number of students in grades 3-5 scoring proficient and distinguished on the ELA Georgia Milestones from 27% in May 2024 to 37% in May 2025.***  ***ATSI: Increase the number of students with disabilities in grades 3-5 scoring proficient and distinguished on the ELA Georgia Milestones from 5% in May 2024 to 15% in May 2025.*** |

| **Strategic Goal Area** | **Initiatives/Action Steps** | **Process Goals**  **(Guide your Action Steps – benchmarks along the always)** | **Person(s)**  **Responsible** | **Monitoring** | |
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| **Implementation**  **(Artifacts/ Evidence)** | **Effectiveness**  **(Formative Data)** |
| **Strategic Goal:**  **Growth and Success for All** | **Build teacher efficacy through teacher clarity training and understanding of ELA standards and instructional delivery.** | Teachers will unpack current ELA standards utilizing the pacing guide to ensure common understanding during grade level PLC meetings to ensure effective instruction.  Teachers will articulate and post learning intentions and success criteria for each lesson. | Teachers, support staff  Administrative team to include EAC, ILC  District Support | Agendas  Pacing guide  Lesson Plans with success criteria and learning targets.  Learning targets posted in classrooms | Monthly impact checks via classroom walkthrough rubric  Common formative assessment data  Acadience data  Write Score Data  DRC Beacon Data  Reading Data Days- DI Cycle Data |
| **Strategic Goal:**  **Growth and Success for All** | **Special Education teachers and general education co-teachers will participate in bi-weekly collaborative planning to ensure teachers are planning effectively and effectively implementing SDI.** | Schedule bi-weekly collaborative planning sessions where teachers can work together to refine their learning intentions, instructional strategies, and assessments.  District leaders will support teachers who serve SWD with the planning for SDI.  District leaders and District CIT members will conduct monthly focus walks to monitor effective implementation of SDI using GADOE ATSI IAW Rubric. | Teachers, support staff  Administration and leadership team  District Leaders and District CIT members | Lesson plans  Pacing guide  Collaborative planning meeting notes/minutes  Classroom Observations | Common formative assessment data  Growth measure data  Collaborative Planning Rubric data  GADOE ATSI IAW Rubric |
| **Strategic Goal:**  **Attracting, Developing and Retaining Quality, Diverse Professional** | **Build teacher efficacy of consistent implementation of effective writing instruction** | In September, teachers will administer Write Score initial writing assessment (BOY) and subsequent genre focused writing in the MOY and towards the EOY  (BOY, MOY and EOY) teachers will engage in collaborative scoring of student generated writing pieces using GMA scoring rubrics.  Teachers will conduct data analysis for each Write Score assessment and use data/descriptors to align Write Score and Bookworms Interactive Read Aloud lessons to address specific areas of opportunity. | Teachers, support staff  Administration, EAC,and ILC serving as facilitators  District Writing Specialist Support | Baseline writing samples with evidence of feedback and samples of revised writing with commentary  Collaborative scoring outcome data/rubrics  Grade level planning focus  Write Score data | Write Score data  Student Writing Journals  Writing samples  Observation of writing conferences and feedback data from checklist |

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| ***Dallas Elementary School Improvement Action Plan***  ***SMART Goal 1 Increase the number of students in grades 3-5 scoring proficient and distinguished on the Math Georgia Milestones from 24% in May 2024 to 34% in May 2025.***  ***ATSI: Increase the number of students with disabilities in grades 3-5 scoring proficient and distinguished on the Math Georgia Milestones from 12% in May 2024 to 22% in May 2025.*** |

| **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:**  **Growth and Success for All** | **Build teacher efficacy through teacher clarity strategies and understanding of Math standards and instructional delivery.** | Teachers will unpack current Math standards utilizing the pacing guide to ensure common understanding during grade level PLC meetings.  Prior to the start of a new unit, teachers will engage in planning sessions during GL planning to plan and rehearse effective use of manipulatives to enhance instruction.  Teachers will articulate learning intentions and success criteria for each lesson.  Weekly/ bimonthly, teams will administer common assessments and engage in data protocol to analyze data, conduct error analysis and develop plan of action for addressing areas of remediation or extension. | Teachers, support staff  Administration  Instructional Lead Coach (ILC) | Classroom observations  Lesson Plans with success criteria and learning targets.  Learning Walks observation outcomes: established Look Fors Checklist | Weekly formative checks  Calibrated learning walks feedback and observation  Monthly impact checks  Common formative assessment data  DRC Beacon Data  Math Data Days Data  Learning Walk data from checklist |
| **Strategic Goal:**  **Growth and Success for All** | **Special Education teachers and general education co-teachers will participate in bi-weekly collaborative planning to ensure teachers are planning effectively and effectively implementing SDI.** | Schedule bi-weekly collaborative planning sessions where teachers can work together to refine their learning intentions, instructional strategies, and assessments.  ATSI Coach will support teachers who serve SWD with the planning for SDI.  ATSI Coach and District CIT members will conduct monthly focus walks to monitor effective implementation of SDI using GADOE ATSI IAW Rubric. | Teachers, support staff  Administration and leadership team  ESEP Lead Teacher  District Leaders and District CIT members | Lesson plans  Pacing guide  Collaborative planning meeting notes/minutes  Classroom Observations | Common formative assessment data  Growth measure data  Collaborative Planning Rubric data  GADOE ATSI IAW Rubric |

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| ***Dallas Elementary School Improvement Action Plan***  ***SMART Goal 3: Increase overall positive learning environment and perceptions of school climate and culture by implementing targeted initiatives to increase student engagement and staff satisfaction as evidenced by staff and student surveys from August 2024 to May 2024.*** | | | | | |
| **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:**  **Innovative Practices and Resource Implementation** | **Establish common rubric to observe implementation of school-wide expectations.**  **Conduct weekly observations and provide feedback and monthly impact checks.**  **Implement school-wide House system to reinforce school-wide expectations** | In July, establish and provide PL on common rubric to observe implementation of expectations.  Beginning in August, conduct weekly observations of expectations.  Beginning in August provide individual feedback as well as overall feedback during monthly impact checks.  Beginning in August, develop House system.  In August launch the school-wide House system | Administration and leadership team  Teachers and support staff | School-wide expectations rubric  Monthly impact checks from staff meetings | SWIS Data  Token Economy/ House Points Data  Discipline Data  Student and staff surveys |

***Dallas Elementary Professional Learning Plan***

| **Professional Learning Strategy/Support**  (**Should be connected to effectiveness monitoring of action steps in the SIP**) | **Audience** | **Presenter** | **Timeline** | **Monitoring** | |
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| **Implementation** | **Effectiveness** |
| Increase genre-based writing proficiency of all students. | Dallas certified Staff | Kim Merrell | September- March | Consistent writing professional learning with a focus on understanding writing expectations at each grade level using GMA rubrics, exemplars and collaborative scoring as a best practice for addressing student instructional needs. Leverage Write Score lesson resources in alignment with Bookworms Interactive Read- Aloud lessons. | PL agendas  Lesson plans  Write Score Data |
| PLC work will be conducted to ensure alignment with district initiatives and state standards.  .   * Teacher Clarity – focused on enhancing teacher clarity to improve instructional effectiveness and student understanding. * 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. * Co-Teaching – focused on strategies and skills to collaborate effectively, plan lessons, differentiate instruction, and maximize student learning outcomes through shared teaching responsibilities. | Teachers | Admin.  ILC  ESEP Lead Teacher  District leaders  District Support | Monthly | Implementation of professional learning will be monitored by:  PL agenda and sign in sheet.  Support teams on teacher clarity and unpacking of standards. Focus on learning intentions and success criteria and analyzing assessment data to provide instruction. | Effectiveness of support will be monitored by:   * Staff surveys/feedback * Student performance data on district approved formative assessment (DRC Beacon) results. * PL Agendas * Lesson Plans * Reading and Math Data Days |
| Increase overall culture and achievement to improve school-wide culture and create a more positive learning environment. | Dallas staff | Administration, Leadership team | July-May | Support staff on school-wide expectations and House Implementation | School-wide expectation rubrics  Impact checks  SWIS data  Student and staff surveys |

Supports that may be included:

* PLC work
* Coaching sessions with Individual Teachers
* Paraprofessional PL Opportunities
* Ongoing District or School provided PL