



# Sara Harp Minter Elementary School Improvement Plan

## Goals and Actions Steps

2024-2025

Goal	Initiatives/Alignment to District Strategic Plan	Action Steps	Performance Measures
<p>By May 2025, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the ELA Georgia Milestones in grades 3 through 5.</p> <p>By May 2025, 80% of students in grades PK - 2 will be at or above grade level goal as measured by the Star Literacy Suite Assessments and PK Data Collection.</p>	<p>1.1.1.a. Continued implementation of the curriculum through the use of curriculum documents and instructional resources.</p> <p>1.1.1.d. Continue to focus on Fayette County Instructional Framework with emphasis on intentional and purposeful openings/closings and independent student work sessions.</p> <p>1.1.2.a. Continue training teachers in LETRS professional learning to support implementation of foundational reading and writing skills aligned to the science of reading.</p> <p>1.1.2.b. Provide implementation support upon completion of LETRS coursework to ensure effective reading instruction.</p> <p>1.1.3.b. Provide implementation support including professional learning opportunities to ensure reading, writing, listening, and speaking skills are integrated in the content areas.</p> <p>1.1.1.e. School level Professional Learning Communities (PLC) will use formative assessment data and common assessment data to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p>	<ol style="list-style-type: none"> <li>1. Continued integration of fundamentals of LETRS training for students in PK-3, EIP and ECS.</li> <li>2. Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.</li> <li>3. Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.</li> <li>4. Continued implementation of weekly Professional Learning Communities in ELA using student data to create and monitor PLC goals that align with school/district strategic plan.</li> <li>5. Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.</li> <li>6. School will implement Beanstack as a reading motivation tool.</li> <li>7. Continued provision of additional reading support, for identified students, through Ready Readers.</li> <li>8. Fidelity in implementation of the UFLI Phonics supplemental resource.</li> </ol>	<p>EOG-Milestone data</p> <p>STAR Suite Literacy Data</p> <p>STAR Math Data</p> <p>District Assessments</p> <p>PLC agendas and notes</p> <p>MTSS agendas and notes</p> <p>Schoolwide Assessment plan</p> <p>Lesson plans</p> <p>Savvas Diagnostics</p> <p>DSC Assessments</p> <p>District Writing Rubric</p> <p>PK Data Collection</p>
<p>By May 2025, students who perform at level 3 and 4 (combined) on the Extended Writing Task will increase by 2% in the area of Narrative Writing as measured by the Georgia Milestones in grades 3- 5.</p> <p>By May 2025, 75% of students in grades 3-5 will score a 4 or above by the final WriteScore administration.</p> <p>By May 2025, 80% of students in K-2 will score a 3 or 4 as measured by the post writing rubric.</p>	<p>1.1.1.e. School level Professional Learning Communities (PLC) will use formative assessment data and common assessment data to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p>	<ol style="list-style-type: none"> <li>1. Teachers will assist students in developing individualized, data-based writing goals.</li> <li>2. PLCs will explore best practices in assessment and instruction, implement common formative assessments and use standards-based instruction/grading.</li> <li>3. Teachers will provide instruction through the use of writing exemplars, modeling the performance expectation.</li> <li>4. Continued implementation of monthly MTSS team meetings to focus on individual needs.</li> <li>5. Teachers will provide one to one and/or small group writing conferences with students for writing support.</li> <li>6. Academic Action Team (focusing on Writing) will create a school-wide writing plan to include common language, exemplars, and grade-level writing expectations.</li> <li>7. Students will write daily across multiple content areas.</li> </ol>	



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**2024-2025**

Goal	Initiatives/Alignment to District Strategic Plan	Action Steps	Performance Measures
<p>By May 2025, students who perform at level 3 and 4 (combined) will increase by 2% as measured by the Math Georgia Milestones in grades 3 through 5.</p> <p>By May 2025, STAR Math performance in grades 1-2 (proficient and distinguished) will increase by 2%.</p>	<p>1.1.1.a. (see description above) 1.1.1.d. (see description above) 1.1.3.b. (see description above)</p> <p>1.1.4.a. Develop a unified and consistent system of data collection for math assessments.</p> <p>1.1.4.b. Design professional learning that targets growth areas in the mathematics program.</p> <p>1.1.4.d. Support implementation of the revised math standards through the development of pacing documents, unit plans, and other curriculum resources that align with the new standards.</p> <p>1.1.1.e. School level Professional Learning Communities (PLC) will use formative assessment data and common assessment data to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p>	<p>1. Students will explore Graham Fletcher Fluency Kits as part of the daily instruction.</p> <p>2. Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.</p> <p>3. Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.</p> <p>4. Continued implementation of weekly Professional Learning Communities in Math using student data to create and monitor PLC goals that align with school/district strategic plan.</p> <p>5. Teachers in grades 3 - 5 will use achievement level descriptors/Blueprints to assist in planning for standards mastery.</p>	<p>EOG-Milestone data</p> <p>STAR Math Data</p> <p>District Assessments</p> <p>PLC agendas and notes</p> <p>MTSS agendas and notes</p> <p>Schoolwide Assessment plan</p> <p>Lesson plans</p> <p>Savvas Diagnostics</p> <p>Successmaker</p>
<p>By May 2025, we will improve school culture and climate for all stakeholders as measured by the 2024-25 state and school-based climate surveys, the MRA staff, student and parent surveys.</p>	<p>2.1.1.a. Review the strategic plan with internal and external stakeholders through cabinet meetings, administrative council meetings, advisory councils and board of education meetings to provide progress updates and gather feedback from stakeholders.</p> <p>2.2.1.f. Expand Smart Start (our birth-age 5 program for children and caregivers) through increased enrollment and an additional site program.</p> <p>2.1.1.b. Align school improvement plans with the strategic plan based on the school's areas of growth and should also be posted on individual school websites.</p>	<p>1. Leader in Me/PBIS expectations will be implemented in all classrooms.</p> <p>2. The PBIS framework will be used to address student behavior and discipline.</p> <p>3. Increase home/school parent partnership by increasing opportunities for parents to collaborate with the school through PTO events, curriculum, and Data Date nights.</p> <p>4. Staff will recognize students following the PBIS/LIM expectations with LEAD Cards. Admin will recognize students on announcements/during Synergy Squad assemblies.</p> <p>5. Staff will continue training/implementation of classroom management techniques/procedures using the Leader in Me program and PBIS framework.</p>	<p>School/Grade level/Student goals</p> <p>Leadership Portfolios</p> <p>State/School based climate surveys</p> <p>LIM Measurable Results Assessment (MRA)</p> <p>PBIS Survey (TFI)</p> <p>District/School/State Based Surveys</p>