



Braelinn Elementary School Improvement Plan Goals and Actions Steps 2024-25

Goal	Initiatives/Alignment to District Strategic Plan	Action Steps	Performance Measures
<p>Students in grades 3 through 5 will increase by 2% on levels 3 and 4 (combined) as measured on the ELA Georgia Milestones in April 2025.</p> <p>85% of students in grades K - 2 will be at or above grade level goal as measured by the May Star Literacy Suite Assessments.</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>	<ol style="list-style-type: none"> 1. Teachers will assist students in developing individualized, data-based ELA goals. Grade levels will keep classroom and/or grade level scoreboards (visual tracking system). 2. PLCs will explore best practices in assessment and instruction, implement common formative assessments and use standards-based instruction/grading. 3. Implement MTSS plan to include monthly grade level meetings led by data team leaders and monthly MTSS team meetings to focus on individual needs. 4. Identified grade levels/support teams will participate in LETRS training. 5. Teachers will actively differentiate in their classroom instruction following the Fayette County Instructional Framework. 6. Teachers will implement student engagement activities. 7. School will implement Beanstack as a reading motivation tool. 8. Implement Peer Observation Groups (POGs) that allow for observation, follow up conversation, reflection and self-assessment. 	<p>EOG-Milestone data</p> <p>STAR Suite Literacy Data</p> <p>STAR Math Data</p> <p>District assessments</p> <p>Savvas Diagnostics</p>
<p>75% of students in grades 2nd-5th will score a 4 or above by the second 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>1.1.2.b. Provide implementation support upon completion of LETRS coursework to ensure effective reading instruction.</p> <p>1.1.3.a. Embed discipline-specific literacy strategies within units of study across all content areas.</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>	<ol style="list-style-type: none"> 1. Teachers will assist students in developing individualized, data-based writing goals. Grade levels will keep classroom and/or grade level scoreboards (visual tracking system). 2. PLCs will explore best practices in assessment and instruction, implement common formative assessments and use standards-based instruction/grading. 3. Implement MTSS plan to include monthly grade level meetings led by data team leaders and monthly MTSS team meetings to focus on individual needs. 4. Teachers will provide one to one and/or small group writing conferences with students for writing support. 5. Academic Action Team (focusing on Writing and Math) will create a school-wide writing plan to include common language, exemplars, and grade-level writing expectations. 6. Students will write daily across multiple content areas. 	<p>DSC Assessments</p> <p>PLC agendas and notes</p> <p>MTSS agendas and notes</p> <p>Schoolwide Assessment plan</p>
<p>Students in grades 3-5 will increase by 2% on levels 3 and 4 (combined) as measured on the Math Georgia Milestones in April 2025.</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>	<ol style="list-style-type: none"> 1. Teachers will assist students in developing individualized, data-based math goals. Grade levels will keep classroom and/or grade level scoreboards (visual tracking system). 2. PLCs will explore best practices in assessment and instruction, implement common formative assessments and use standards-based instruction/grading. 3. Implement MTSS plan to include monthly grade level meetings led by data team leaders and monthly MTSS team meetings to focus on individual needs. 4. Teachers will actively differentiate in their classroom instruction following the Fayette County Instructional Framework. 5. Teachers will implement student engagement activities. 6. Students will explore Graham Fletcher Fluency Kits as part of the daily instruction. 7. Academic Action Team (focus on Writing and Math) will create a school-wide plan to include common language, exemplars, expectations for math. 	<p>Lesson plans</p>

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<p>School-wide MRA (Measurable Results Assessment) will increase from 76% to 90% or above in the area of "Goal Achievement."</p>	<p>4.1.1.a. Provide District coaching and professional learning opportunities to support PBIS implementation and each school's PBIS climate team.</p> <p>4.1.1.c. All schools will have a school climate goal in their school improvement plan.</p> <p>2.2.5.c. Establish a youth leadership program focused on engaging and equipping students with leadership skills aligned with Portrait of a Graduate and Portrait of a Leader.</p>	<ol style="list-style-type: none"> The Student Accountability Action Team will create a plan for grade level, class and individual goal setting. All grade levels will create public scoreboards based on the recommendations of the above Action Team. Student individual goals will be written in smaller, short-term chunks, which will help support the overarching academic school goals. 	<p>MRA survey data</p> <p>School level goals, grade level goals, student goals</p> <p>Leadership Portfolios</p>
<p>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 survey and quarterly staff self-reflections.</p>	<p>4.1.1.a. Provide District coaching and professional learning opportunities to support PBIS implementation and each school's PBIS climate team.</p> <p>4.1.1.c. All schools will have a school climate goal in their school improvement plan.</p> <p>2.2.5.c. Establish a youth leadership program focused on engaging and equipping students with leadership skills aligned with Portrait of a Graduate and Portrait of a Leader.</p>	<ol style="list-style-type: none"> Leader in Me Expectations will be implemented in all classrooms. Leader lessons (via LIM modules) will be taught weekly (K-5). Implement a student lighthouse team to provide opportunity for student voice. Staff leaders will create Collective Commitments which will emphasize the behaviors that are valued and desired by all staff members. Collective Commitments will be a focus at each faculty meeting and self-assessed quarterly. Staff will recognize students following the PBIS expectations with STARbucks. Admin will recognize students on announcements and during Leader Assemblies. Staff will continue training and implementation of classroom management techniques and procedures using the Leader in Me program and PBIS framework. New staff will participate in Leader in Me training modules. Staff will use ParentSquare as the primary communication tool for families. 	<p>State/School based climate surveys</p> <p>LIM Measurable Results Assessment (MRA)</p> <p>PBIS Survey (TFI)</p> <p>District Based Surveys</p> <p>State Health Survey</p> <p>Discipline and Attendance Data</p>