



2024-2025 School Improvement Plan

School: ECMS

Leadership Team: Travis Dickey, Carrie Radford, Bilinda Sikes, Holly Scott, Kristina Baranowski, Jessica Flowers

Our Vision: Engaging learners for future success

Our Mission: Make every moment count because every student matters

We Believe:

- student engagement is key to success
- in high expectations for all
- that learning is a shared responsibility
- in supporting the whole child
- a positive, caring staff makes a difference
- in safe learning environments
- everyone should be treated with respect

The ECSD Learner Profile:

- **CONNECT** through effective collaboration and communication
- **CREATE** innovative solutions to problems through critical thinking
- **CONTRIBUTE** to the world through ethical and responsible actions
- **CARE** about myself and others while exhibiting strong character and empathy



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Goal 1: Reading / Literacy

Proficiency Goal:

Increase the percentage of students scoring proficient or distinguished in ELA by a minimum of 3% as measured by the 2025 GMAS (6-8).

	2024 GMAS % Prof or Dist	Goal	2025 GMAS % Prof or Dist
Grade 6	<u>39%</u>	+3%	<u>42%</u>
Grade 7	<u>42%</u>	+3%	<u>45%</u>
Grade 8	<u>48%</u>	+3%	<u>51%</u>

Increase the percentage of students reading at or above grade level by a minimum of 3% as measured by the 2025 GMAS Lexile Score.

	2024 GMAS % at or above grade level reading	Goal	2025 GMAS % at or above grade level reading
Grade 6	<u>67%</u>	+3%	<u>70%</u>
Grade 7	<u>78%</u>	+3%	<u>81%</u>
Grade 8	<u>85%</u>	+3%	<u>88%</u>



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Growth Goal:

At a minimum, 60% of students will meet their RIT growth score in Reading during the 2024-2025 school year as measured by NWEA MAP Reading. (Student Growth Summary Report)

The percentage of students projected to score Level 1 - Beginning Learner and Level 2 - Developing Learner will decrease from Fall 2024 to Spring 2025

	Fall	Winter	Spring
Grade 6	210 RIT Mean / 56th% Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	204# / 50.5% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2
Grade 7	213.4 RIT Mean / 55th% Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	241# / 64.1% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2
Grade 8	219.7 RIT Mean / 60th% Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	152# / 46.2% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2



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SubGroup Focus:

The percentage of Students with Disabilities and/or English Language Learners scoring *minimally proficient* will decrease each year as measured by GMAS.

Grades 6-8	2024 GMAS % Beginning Learner	2025 GMAS % Beginning Learner
SWD	All SWD <u>62%</u> 6th grade <u>69%</u> 7th grade <u>66%</u> 8th grade <u>52%</u>	All SWD ___% 6th grade ___% 7th grade ___% 8th grade ___%
ELL	All SWD <u>62%</u> 6th grade <u>67%</u> 7th grade <u>100%</u> 8th grade <u>20%</u>	All SWD ___% 6th grade ___% 7th grade ___% 8th grade ___%

Actions:

1. Teachers will actively engage students in goal setting and progress monitoring based on assignment completion, grades, and common formative assessments that lead up to the CIA performance. Teachers will develop and use grade level goal setting sheets.
2. Teachers will progress monitor student performance for each unit of instruction and develop individualized plans for remediation/intervention, extension, and enrichment.
3. MTSS team will monitor student progress to develop plans for intervention support based on individualized needs.

Evidence and Artifacts: (For 45 Day Monitoring)

● Student goal setting sheets	● PLC meeting minutes	● MTSS team meeting	● Observations - Focus
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		minutes and student plans	and TKES	Walks
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Goal 2: Math

Proficiency Goal:

Increase the percentage of students scoring proficient or distinguished in Math by a minimum of 3% as measured by the 2025 GMAS (6-8). *Note: GMAS 2024, aligned to the NEW GA Math Standards, is the baseline score moving forward.*

	2024 GMAS % Prof or Dist	Goal	2025 GMAS % Prof or Dist
Grade 6	<u>40%</u>	+3%	<u>43%</u>
Grade 7	<u>52%</u>	+3%	<u>55%</u>
Grade 8	<u>57%</u>	+3%	<u>60%</u>

Growth Goal:

At a minimum, 60% of students will meet their RIT growth score in Math during the 2024-2025 school year as measured by NWEA MAP Math. (Student Growth Summary Report)

The percentage of students projected to score Level 1 - Beginning Learner and Level 2 - Developing Learner will decrease from Fall 2024 to Spring 2025



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	Fall	Winter	Spring
Grade 6	<u>215.3</u> RIT Mean / <u>55th%</u> Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	<u>204#</u> / <u>46.4%</u> Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2
Grade 7	<u>220.8</u> RIT Mean / <u>51st%</u> Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	<u>216#</u> / <u>58%</u> Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2
Grade 8	<u>228.9</u> RIT Mean / <u>61st%</u> Achievement %tile	___ RIT Mean / ___% Achievement %tile	___# / ___% Met RIT GOAL
	<u>143#</u> / <u>43.7%</u> Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2	___# / ___% Projected GMAS Levels 1-2

SubGroup Focus:

The percentage of Students with Disabilities and/or English Language Learners scoring *minimally proficient* will decrease each year as measured by GMAS.

Grades 6-8	2024 GMAS % Beginning Learner	2025 GMAS % Beginning Learner
SWD	All SWD <u>50.7%</u> 6th grade <u>41.9%</u> 7th grade <u>57.1%</u> 8th grade <u>53.0%</u>	All SWD ___% 6th grade ___% 7th grade ___% 8th grade ___%



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ELL	All SWD <u>52.3%</u> 6th grade <u>67%</u> 7th grade <u>50%</u> 8th grade <u>40%</u>	All SWD ___% 6th grade ___% 7th grade ___% 8th grade ___%
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Actions:

1. Teachers will actively engage students in goal setting and progress monitoring based on assignment completion, grades, and common formative assessments that lead up to the CIA performance. Teachers will develop and use grade level goal setting sheets.
2. Teachers will progress monitor student performance for each unit of instruction and develop individualized plans for remediation/intervention, extension, and enrichment.
3. MTSS team will monitor student progress to develop plans for intervention support based on individualized needs.

Evidence and Artifacts *(For 45 Day Monitoring)*

<ul style="list-style-type: none"> ● Student goal setting sheets 	<ul style="list-style-type: none"> ● PLC meeting minutes 	<ul style="list-style-type: none"> ● MTSS team meeting minutes and student plans 	<ul style="list-style-type: none"> ● Observations - Focus Walks and TKES
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Goal 3: Positive Behavior / School Culture



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Proficiency Goal:

Increase student-centered learning culture by decreasing the discipline incidents and student chronic absenteeism by 10% as recorded in Infinite Campus by the end of the 2024-2025 school year (1.53 incidents per student and 8.1% chronically absent students.) In 2023-2024, 1833 incidents (1.7 incidents per student) were reported and there were 97 chronically absent students (9.0% per student) based on 1076 students .

*Reports pulled from Behavior Events Demographics report

Growth Goal:

Reduce the number of behavior incidents and percentage of office referrals each nine weeks as compared to discipline data from the 2023-2024 school year.

2023-2024 School Year

- 1st 9 Weeks behavior incidents - 329
- 2nd 9 Weeks behavior incidents - 508
- 3rd 9 Weeks behavior incidents - 580
- 4th 9 Weeks behavior incidents - 416

Reduce the number of students identified as chronically absent and the percentage of chronically absent students each nine weeks as compared to attendance data from the 2023-2024 school year.

2023-2024 School Year

- 1st 9 Weeks chronically absent students - 80 (4 or more days missed)
- 2nd 9 Weeks chronically absent students - 239 (4 or more days missed)
- 3rd 9 Weeks chronically absent students - 172 (13 or more days missed)
- 4th 9 Weeks chronically absent students - 97 (16 or more days missed)

	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Grade 6	<u>150</u> Behavior	___ Behavior	___ Behavior	___ Behavior



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	Incidents/Rate <u>.36</u>	Incidents/Rate __	Incidents/Rate __	Incidents/Rate __
	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%
Grade 7	<u>96</u> Behavior Incidents/Rate <u>.24</u>	__ Behavior Incidents/Rate __	__ Behavior Incidents/Rate __	__ Behavior Incidents/Rate __
	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%
Grade 8	<u>117</u> Behavior Incidents/Rate <u>.34</u>	__ Behavior Incidents/Rate __	__ Behavior Incidents/Rate __	__ Behavior Incidents/Rate __
	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%	__ Students identified as chronically absent/ __%

SubGroup Focus:

Reduce the number of male students receiving discipline referrals from 68.36% of total referrals to 63% of total referrals.

Actions:

1: All teachers will facilitate instruction related to the Leader in Me curriculum and identify students monthly for recognition for demonstrating the 7 Habits.

2: The family engagement specialist will plan and facilitate regular opportunities for families to participate in school-level events



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(Thanksgiving lunch, rising 6th grade night, etc.)

3: All teachers will provide SEL lessons once a week from the Reallyville curriculum based on behavior data. Select teachers will provide this instruction to small groups of students identified as needing behavior intervention.

4: Students will have an opportunity to earn school-wide incentives based on grade-level behavior and/or attendance data at least once per quarter.

Evidence and Artifacts: *(For 45 Day Monitoring)*

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| <ul style="list-style-type: none"> Behavior and Attendance data | <ul style="list-style-type: none"> Attendance sheets from Family Engagement Events | <ul style="list-style-type: none"> Leader in Me curriculum and SEL Lesson Plans | <ul style="list-style-type: none"> Observations - Focus Walks |
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