

Louisville Academy  
Overview of Continuous School Improvement Plan  
2024 - 2025

Louisville Academy implements Georgia's Systems of Continuous Improvement framework to support the school improvement process. A comprehensive needs assessment was created by a team of a wide variety of stakeholders with valuable experiences and perspectives. The team used the results of the CNA to develop and align our school improvement plan ensuring that it adequately identifies improvement needs, as well as, address steps for implementing, monitoring, and evaluating the improvement efforts. The chart below provides an overview of the overarching goals and key initiatives identified by the team for the 2024 - 2025 school year.

School Improvement Goals	Initiatives/Action Steps
<p>1. Improve GA Milestone scores in all content areas by 3% (or more) of potential growth in the ranges of proficient and distinguished.</p> <p><i>*Overarching Need:</i> We would like to have adequate ongoing professional learning opportunities in all content areas with consistent monitoring.</p>	<ul style="list-style-type: none"> <li>• Provide consistent professional learning to strengthen teacher knowledge in ELA and math. Engage in PL with Cox Campus on the Science of Reading. Engage in PL with iReady to learn the new math curriculum. Continue the JC collaboration project with RESA working on pacing guides.</li> <li>• Work to learn and incorporate the new math standards using various new resources and rigorous strategies.</li> <li>• Continue implementing <b><i>Growing Readers</i></b> program that includes independent reading time during the ELA instructional block.</li> <li>• Monitor student growth and learning on a consistent basis using formative assessments such as <b><i>Beacon, iReady, Reading Inventory and GMA</i></b>.</li> <li>• Incorporate more project-based learning (STEAM) to increase science knowledge. Utilize resources and coaching from GYSTC - Georgia Youth Science &amp; Technology Centers.</li> <li>• Implement rigorous collaborative planning with teachers using concepts and strategies from the book <b><i>"Clarity for Learning"</i></b> to help them plan more rigorously (in grade and vertically) using research-based.</li> </ul>
<p>2. Create school climate that is positive, healthy and restorative as reflected by 3% of potential growth on corresponding questions on the parent satisfaction and Georgia Student Health Surveys.</p> <p><i>*Overarching Need:</i> We would like to have a deeper, consistent understanding of positive behavior interventions, restorative practices and how to maintain our healthy school climate.</p>	<ul style="list-style-type: none"> <li>• Teachers develop classroom expectations aligned with school-wide expectations.</li> <li>• Continue as School Team that operates based on using de-escalation strategies to redirect disruptive behavior, as well as, Restorative Practices and PBIS.</li> <li>• Teachers will use Class Dojo to track student behavior (productive &amp; unruly) and to communicate with parents on a daily basis.</li> <li>• Provide continuous professional learning for teachers on implementing effective management, restorative strategies and meeting individual student needs.</li> </ul>
<p>3. Improve performance of SPED students on the GA Milestones assessment by 3% (or more) of potential growth in the ranges of proficient and distinguished.</p> <p><i>*Overarching Need:</i> We would like to increase our knowledge of MTSS/RTI to better serve our students in Tier 1 instruction but also target specific skills for those who need it.</p>	<ul style="list-style-type: none"> <li>• We will continue working to refine our MTSS/RTI procedures and provide ongoing professional learning for all teachers on how to target specific skills or weaknesses that students may exhibit through small group intervention time.</li> <li>• Communicate with parents consistently and include them in the MTSS/RTI process.</li> <li>• Work collaboratively on learning and implementing various strategies for differentiating instruction.</li> <li>• Implement "Flex Time", small group interventions in grades K- 5th to address learning loss in reading and math.</li> </ul>