Ragsdale Elementary School

School Improvement Plan
2024-2025

Ann Arnold, Principal

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

Strategic Goal Areas

Performance Objectives

Growth and Success for ALL	Communication and Engagement	Attracting, Developing, and Retaining Quality, Diverse Professionals	Operational and Organizational Excellence	Innovative Practices and Resource Implementation
Improve student academic growth and achievement	Communicate efficiently, effectively, and transparently with all district stakeholders	Attract and retain high quality, diverse professionals	Develop and implement a facility plan to contend with growth and aging facilities	Develop and advance resources to inspire a culture of innovation
Improve performance of student subgroups	Improve communication and access of information to our diverse populations	Build staff capacity	Enhance safe and effective learning environments	Build staff efficacy to impact innovative practices
Improve student college, career, and life readiness	Facilitate partnerships between community and school district	Develop and implement effective succession planning	Sustain excellent financial stewardship	Implement innovative programs and practices to engage ALL students

SCHOOL MISSION & VISION

❖ **Ragsdale's Mission: To engage, inspire, and prepare.**

❖ **Ragsdale's Vision: Prepare all students, with the shared responsibility of families and community members, to become successful citizens as they prepare for a challenging world.**

Ragsdale Elementary School Improvement Action Plan

SMART Goal 1:   The percentage of students in 3rd and 4th grade cohorts scoring proficient and distinguished on the ELA GMA will increase from 34.2% in the spring of '24 to 37.2% in the spring of '25.

Grade level baselines:
  <u>*23-24 EOY*</u>
  - *3rd – 32.6%*
  - *4th – 35.7%*
  - *5th – 59.4%*

Cohort Target:
  - *3rd – N/A*
  - *4th – 35.6%*
  - *5th – 38.7%*

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 students	Teachers will differentiate the mode of delivery during shared reading and IRA sentence composing to focus on students' individual needs based on student friendly learning objectives.	Collaborative planning following teacher created agendas (weekly) Reading PL focusing on sentence composing with a focus on a variety of delivery modes Coaching and feedback monthly Peer (colleague) observational opportunities as needed Reading vertical team meetings (monthly)	Grade chairs Teachers Coaches/Admin. Teacher leaders Coaches/Vertical Leads District literacy coaches Coaches	Agendas Observations (formal and informal) Vertical team minutes Coaching Notes Notes/feedback from peer walkthroughs Coaching notes Noes/feedback from peer walkthroughs Observational checklist/rubric as a tool	Data analysis day (move through word req. groups based on reading continuum and decrease recycling, focus on progression) Acadience data (ensure grade level appropriateness and monitor learning targets and progression) Beacon DRC data (growth from each administration) Smarty Ants (grade level reports-completion) Reading Data Spreadsheet (track student movement and growth) Completed Checklist/Rubric from observation and commit to implement areas circled

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 students **Innovative practices and resource implementation**	Teachers will use data to drive instruction and decision making to increase student achievement in ELA with an emphasis on the gifted and ESEP student population.	Collaborative planning following teacher created agendas (weekly) Reading PL with a focus on effective strategies and collaboration with gifted/ESEP/host teachers 15-day DI cycles Coaching and feedback Observational opportunities as needed Reading vertical team meetings	Teachers Coaches/Admin. Teacher leaders ESEP lead Gifted Teacher Gifted Coordinator	Agendas Observations (formal and informal) Lesson plans with specific questions (differentiated)	Data analysis day (decrease the number of recycling and focus on progression) Acadience data (ensure grade level appropriateness and monitor learning targets and progression) Beacon DRC data (growth from each administration) Smarty Ants (grade level reports-completion) Reading Data Spreadsheet (track student movement and growth)
Strategic Goal: Growth and Success for all students	Teachers will conference with students either individually or small group to increase student achievement while focusing on writing components based on writing data.	Analyze student writing and collaborative score during PLCs (quarterly) Small group/1:1 conferencing (weekly) Goal setting (quarterly) Vertical Writing Teams (monthly)	Coaches/Teacher Leaders Teachers Vertical Team	Agendas Observations (formal and informal observational feedback) Vertical team minutes Goal setting form Student Writing Samples	Write Score data (Look at genre compared to data from last year) Writing data days (monitor growth) Students will articulate next step writing goals Bookworms Writing Assessments-(pre/post) County Genre Assessments-(pre/post)

Ragsdale Elementary School Improvement Action Plan

SMART Goal 2:   The percentage of students in grades 3-5 scoring proficient and distinguished on the math GMA will increase 3% from 45% in the spring of '24 to 48% in the spring of '25.

<u>23-24 EOY</u>
- *3rd – 46%*
- *4th – 50%*

- *5th – 38%*

  Cohort Target for 24-25:
- *3rd – N/A*
- *4th – 49%*
- *5th – 53%*

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	Math teachers will utilize Illustrative formative assessment results to inform differentiated instruction.	Collaborative planning following teacher created agendas (weekly) Math Vertical Teams (monthly) Math PLC meetings (weekly)	Grade chairs Coaches/Admin. Vertical leads Teacher leaders Teachers	Agendas Pacing guide Observations (formal and informal) Vertical team minutes Formative Assessments	Math data days (progression on student data spreadsheet to ensure growth within DTM Beacon DRC Data (growth from each administration) Pre/Post Illustrative Assessments (comparison growth data) Illustrative Assessments-Checkpoints, Cool Downs, and specific unit assessments (ensure progression on each checkpoint above) Math DI-DTM Assessments (progression through modules)

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**	Teachers will use data to drive instruction and decision making to increase student achievement in math with an emphasis on the gifted and ESEP student population.	Math PL with a focus on effective strategies and collaboration with gifted/ESEP/host teachers (quarterly) Collaboration during PLCs (targeted groups based on data) (monthly) Coaching and Feedback (monthly) Observational opportunities (peer/model classrooms) (as needed)	Coaches/ Admin. Teacher leaders Teachers ESEP lead Gifted teacher	Agendas Observations (formal and informal)	Pre/Post Assessments (ensure growth) End of module assessments (progression to cycles) Beacon DRC data (growth from administration)

Ragsdale Elementary Professional Learning Plan

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Professional learning on instructional strategies will include use of shared reading, interactive read aloud, and differentiated instruction with a focus on the mode of delivery. Professional learning will include learning how to collect, organize, and analyze Beacon DRC, Acadience, and other forms of data to meet students' learning needs. Professional learning will include follow-up with feedback and coaching support by the EAC. We will create model classrooms and provide time for peer observations and feedback to support teachers as needed.	Certified Staff	EAC, District Literacy Coaches Teacher Leaders	August 2024-May 2025	Agendas Observations (formal and informal) Vertical team minutes	Bookworms DI 15 day assessment data (growth through cycles) Acadience data (growth through cycles) Beacon DRC data (growth from each administration)
Implement effective student/teacher conferencing focused on writing instruction, analyzing student writing samples, and collaborative scoring. PLCs will devote learning and focus on creating and analyzing student writing to determine instructional strategies and next steps.	Certified Staff	EAC, County writing coach, Teacher Leaders	August 2024-May 2025	Agendas Observations (formal and informal observational feedback) Vertical team minutes Pacing guide check-in form between vertical teams and Admin. Goal setting form	Write Score data (growth compared to last year) Pre/post assessments (ensure growth) Writing data (growth and progression)

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Professional learning in math will include learning how to collect, organize, and analyze Beacon DRC common unit assessments, and Illustrative data to meet students' learning needs. Professional learning will include follow-up with feedback and coaching support by the EAC, and potentially the district math Coach, ESEP lead, and gifted lead.	Certified Staff	Admin- EAC, County math coach

Teacher Leaders | August 2024-May 2025 | Observations (formal and informal)

Agendas

Sign in Sheets

Minutes

Beacon Data | Pre/Post Assessments (growth data)

End of module assessments (growth data) |

Supports that may be included:
- PLC work
- Coaching sessions with Individual Teachers
- Mentors
- Online Professional Learning Opportunities
- Paraprofessional PL Opportunities
- Ongoing District or School provided PL