

Ragsdale Elementary School



School Improvement Plan 2025-2026

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.



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

Accountability Goal 1: On the Georgia Milestones Assessment (GMAs) we will increase our percentage of 3rd-5th grade students scoring 2, 3, 4 in ELA from spring 2025 baseline of 65% to 70% GMA administration and each grade level increasing 5% points.

Strategic Plan Goal Area	Growth and success for all students 1. a	Growth and success for all students 1. a	Growth and success for all students 1.a
Guiding Questions	Action Step 1 What the administration, teachers, or students will do.	Action Step 2 What the administration, teachers, or students will do.	Action Step 3 What the administration, teachers, or students will do.
List Action Steps: What will the teachers and students do?	Teachers will analyze Beacon data to determine instructional strategies.	Teachers will use scale score and performance band data to monitor and increase reading levels.	Teachers will collaborate and plan instruction to target skills aligned with state standards.
Process and Timeframe: What needs to happen and when to successfully execute the action step?	Teachers will use Beacon domain reports (BOY, MOY, EOY) to identify student weaknesses in key areas such as techniques as outlined in the GMA Assessment Blueprint. Students will participate in 15-minute domain-targeted small group instruction 4 times per	Teachers will analyze scale score data and Performance Band levels from Beacon assessments to track student proximity to grade level proficiency and beyond and implement daily practices to increase student growth and achievement. 1. Review scores from BOY, MOY, EOY to compare students to grade level scale score and performance bands.	(3 rd -5 th) Teachers will unpack state standards and plan weekly whole group skills utilizing trends from Beacon reports, plan and deliver weekly lessons on focus skills, and integrate GMA aligned questions and modeled responses from the GMA practice assessments (GA experiences online).

	week.	2. Plan and implement opportunities to expose students to higher level texts. 3. conference with students to review progress and set goals.	
Professional Learning: Who needs which PL and when tied to the action step?	All ELA classroom teachers and instructional support staff. BOY- PL on analyzing BEACON reports and grouping students. MOY-Using Beacon GMA predictor to determine students and focus standards. EOY- compare GMA with BEACON projected outcome.	All classroom teachers and instructional support staff. BOY- understanding scale scores and performance bands and how they correlate to GMA outcomes compared to previous year's results. MOY- additional regrouping based on new scale score and performance band along with the projected GMA outcome. EOY- compare EOA Beacon scale score and performance band data to GMA achievement level	All classroom teachers and support staff Unpack grade level standards and unpack the GMA Assessment blueprint to determine where supplementation is needed.
Person Responsible: Who will collect the data? Who will arrange/deliver PL?	Classroom teachers Vertical team leaders EAC/Admin./Coaches	Classroom teachers Vertical team leaders EAC/Admin./Coaches	Classroom Teachers Vertical team leaders EAC/Admin./Coaches Grade Chairs
Implementation Monitoring: What evidence shows you are implementing the action step?	Observational data Agenda Sign in Tipping point chart Data wall	Observational data Agenda Sign in sheets Goal setting artifacts Lexile tracking tool (3 rd -5 th)	Weekly lesson plan with labeled focus skills Anchor charts with focus skills Observational feedback

	Data protocol reference form	Optional: BOY, MOY, and EOY suggested Lexile based Book choice form	
Effectiveness Monitoring Measure: What data are you using to monitor progress to your goal? (assessment, survey, checklist, observation form)	BOY, MOY, EOY Beacon data Formative assessments	BOY, MOY, EOY Lexile data from Beacon	Formative assessments Teacher created checklist of skill proficiency Student self-reflection
Effectiveness Monitoring Mid-1st Semester – What impact is your action step having on progress towards your goal?	Measure: Baseline: Projection:	Measure: Baseline: Projection:	Measure: Baseline: Projection:
Are there course corrections that need to be made? What additional data do we need?	Outcomes:	Outcomes:	Outcomes:

Ragsdale Elementary School Improvement Action Plan

Accountability Goal 2: On the Georgia Milestones Assessment (GMAs) we will increase our percentage of 3rd-5th grade students scoring 2, 3,4 in Math from spring 2025 baseline of 84% to 89% GMA administration and each grade level increasing 5% points.

Are there course corrections that need to be made? What additional data do we need? (complete 2 nd Semester – impact check)	Outcomes:	Outcomes:	Outcomes:
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Strategic Plan Goal Area	Growth and success for all students 1. a	Growth and success for all students 1.a Improve performance of student subgroups 1. b	Growth and success for all students 1.a
Guiding Questions	Action Step 1 What the administration, teachers, or students will do.	Action Step 2 What the administration, teachers, or students will do.	Action Step 3 What the administration, teachers, or students will do.
List Action Steps: What will the teachers and students do?	Math teachers will utilize Illustrative formative assessments results to inform differentiated instruction.	Teachers will use data to drive instruction and decision making to increase student achievement in math with an emphasis on students with disabilities and gifted students.	Teachers will unpack state standards to identify and vertically align key vocabulary terms and strategies.
Process and Timeframe: What needs to happen and when to successfully execute the action step?	Per unit, teachers use additional resources to inform instructional planning during grade level PLCs.	Teachers will collaborate with co-teachers and venture teachers to focus on the shared responsibilities and planning for student growth.	In vertical teams, teachers will work together to collaboratively identify key terms and strategies per domain.
Professional Learning: Who needs which PL and when tied to the action step?	All classroom teachers and support staff will participate every 4-6 weeks.	Host teachers of ESEP and gifted, IRR teachers, venture teachers have ongoing collaboration	Classroom teachers will work collaboratively with vertical teams and team leads monthly.

Person Responsible: Who will collect the data? Who will arrange/deliver PL?	Grade chairs Vertical Team leads Coaches/Admin./EAC Teachers	ESEP lead District support	Vertical team leads District support Admin./EAC
Implementation Monitoring: What evidence shows you are implementing the action step?	Agendas Sign in sheets Pacing guides Meeting minutes Formative assessments	Agendas Sign-in sheets Observations	Agendas Sign ins Minutes Visible word walls Vertically aligned anchor charts highlighting key terms (posted in data room) Aligned vocabulary and strategy list
Effectiveness Monitoring Measure: What data are you using to monitor progress to your goal? (assessment, survey, checklist, observation form)	End of unit assessments Beacon data BOY, MOY, EOY Do the Math assessments Data spreadsheet (Math data days)	Pre-post assessment data Beacon data Co-teacher observational form (ESEP lead) Informal check-in	Observational data
Effectiveness Monitoring Mid-1st Semester – What impact is your action step having on progress towards your goal?	Measure: Baseline: Projection:	Measure: Baseline: Projection:	Measure: Baseline: Projection:
Are there course corrections that need to be made? What additional data do we need? (complete 1st Semester – impact check)	Outcomes:	Outcomes:	Outcomes:
Effectiveness Monitoring Mid-2nd Semester – What impact is your action step having on progress towards your	Measure: Data: Projection:	Measure: Data: Projection:	Measure: Data: Projection:

goal?			
Are there course corrections that need to be made?	Outcomes:	Outcomes:	Outcomes:
What additional data do we need? (complete 2 nd Semester – impact check)			