



School Improvement Plan 2022 - 2023



Paulding County
Sara M. Ragsdale Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Paulding County
School Name	Sara M. Ragsdale Elementary
Team Lead	Ann Arnold
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the percentage of students scoring proficient and advanced in the area of Reading. Increase the percentage of students in grades K-5 scoring proficient or advanced in writing based on the writing rubrics used for Data Teams.
Root Cause # 1	Teachers need more training on how to teach writing and conference with students on specific weaknesses in their writing.
Root Cause # 2	PL will include a vertical alignment of writing best practices.
Root Cause # 3	Sustaining the pervasive implementation of Bookworms.
Root Cause # 4	Writing instruction is inconsistent K-5.
Goal	The percentage of students in grades 3-5 scoring proficient and distinguished on the ELA GMA will increase from 45% in the spring of '22 to 50% in the spring of '23.

Action Step # 1

Action Step	Plan and implement effective writing instruction for teachers by providing data-driven PL for certified staff.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign Ins, Agendas, lesson plans, observations, data days
Success Criteria for Impact on Student Achievement	Writing Data, Growth Measure Data, Writescore, Data analysis day, Acadience data, Read 180/System 44 Data
Position/Role Responsible	ILT, Lit Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide additional planning days for teachers to plan the implementation of bookworms reading and writing resources.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign Ins, Agendas, lesson plans, observations, data days
Success Criteria for Impact on Student Achievement	Writing Analysis, Growth Measure Data, Write Score
Position/Role Responsible	ILT, EAC, Federal Programs Professional Learning Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Admin has employed a fulltime teacher and fulltime para to monitor the "At-Promise" students in reading, writing, and math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	lesson plans, observations, data days, agendas, sign in sheets, TKES
Success Criteria for Impact on Student Achievement	Data Days, Growth Measure, Acadience
Position/Role Responsible	Admin, ILT, Title I teacher, Title I para, District Title I staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish and implement the Harvard Dinner Project to support student achievement and parent involvement..
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Success Criteria for Implementation	Agendas, Sign ins, feedback forms, Title I survey
Success Criteria for Impact on Student Achievement	Data Days, Growth Measure, Acadience
Position/Role Responsible	ILT, Title I teacher, Title I Coordinator
Timeline for Implementation	Quarterly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Participate in the organization of the ESOL/El Community Fair and specific strategies and resources with the ELL subgroup.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority
Systems	Family and Community Engagement
Success Criteria for Implementation	Agendas, Sign- documentation, Title I survey, feedback forms
Success Criteria for Impact on Student Achievement	Data Days, Growth Measure, Acadience
Position/Role Responsible	ILT, District Title I staff
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the percentage of students in grades 3rd-5th scoring proficient and/or distinguished on the GMAS.
Root Cause # 1	Sustaining county math initiatives.
Root Cause # 2	Professional learning for teachers to understand and implement the upcoming math standards.
Root Cause # 3	Professional learning to support differentiated math instruction when using math growth measure and Do the Math modules.
Root Cause # 4	Teachers understanding of the new math standards can provide data specific information to families to help support students with strategies to use at home in math.
Goal	The percentage of students in grades 3-5 scoring proficient and distinguished on the Math GMA will increase from 43% in the spring of '22 to 48% in the spring of '23.

Action Step # 1

Action Step	ILT will facilitate teachers in the unpacking of the revised math standards to ensure common understanding.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agendas, sign ins, p.o.s, for books and supplies
Success Criteria for Impact on Student Achievement	Math Data Days, Growth Measure, Show What You Know Assessment Data, Pre/post assessments
Position/Role Responsible	ILT, EAC
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Design and implement data-driven PL for teachers to effectively implement and teach Math DI and Math Workshop using, Do The Math, Building Fact Fluency, and Math by the Book and provide additional planning days for teachers to plan the implementation.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agendas, sign ins, p.o.s, for books and supplies
Success Criteria for Impact on Student Achievement	Math Data Days, Growth Measure, Show What You Know Assessment Data, Pre/post assessments
Position/Role Responsible	ILT, EAC
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Multiple stakeholder meetings were held to seek advice from all required individuals to participate in the CNA to determine improvement needs for the school and to coordinate the strategies with other Federal programs within our school. Multiple internal stakeholder meetings were held with federal program coordinators, teachers and administrators to analyze data and determine trends that impact our strengths and weaknesses. External stakeholders participated in two separate stakeholder meetings which included parents and local school council members. During the external stakeholder meetings, our school's strengths and weaknesses were shared and input was solicited on ways to improve the areas determined as a weakness and ideas for sustaining the areas determined as a strength. Information was provided in a variety of ways. The development of our SIP began in the spring of 2022 to create the FY23 SIP.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The District teaching staff is well above 99% with in-field teachers. Our school does not retain ineffective teachers and we do not have a disproportionate number of inexperienced teachers at our school. If we did find that an issue, we would work with Human Resource and utilize our district's teacher reassignment and transfer policies/processes to make the corrections. We participate in an annual PCS D job fair in which administrators and teachers meet a diverse group of candidates. We have an opportunity to meet professionally qualified teachers and hire candidates that will best meet the learning needs of our students. Our district also has a District Recruitment Team with recruiters knowledgeable and experienced with Title I schools and programs. The team recruits quality candidates and provide candidate names to schools based on the needs of the school. Both recruiting processes provide the best opportunity for our school to select effective and in-field teachers. Teachers and paras are reviewed by GAPSC and meets our strategic waiver.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Ragsdale Elementary provides the following instructional programs for students:</p> <p>We are a Title I School Wide School. Data is used to identify students in our schools who will benefit from supplemental Title I staff within grade levels. Our Title I Schoolwide program completes all the components related to the schoolwide reform strategy. Students are identified based on their academic needs in core content areas. Title I teachers will provide supplemental services to grade levels based on the initial needs assessment of students. Groups are flexible and will change based on student mastery in the core content area. Student progress will be monitored using pre and post assessments throughout the school year which allows the teachers to meet the range of academic needs for all students. Parent compacts and parent policies are provided to all parents</p>

	<p>of Ragsdale students. Paulding County school district uses MTSS as a framework to provide targeted support to struggling students. MTSS addresses academic and behavior challenges as it screen all students. The goal is to intervene early so student learning gaps can be closed. Students within a school wide program are provided access to supplemental technology (software, tablets, laptops), instructional resources and parent resource materials. PCSD uses a flexible service model when serving students in a SW Title I program. Evidence based interventions are used such as push in and pull out remediation models within core content areas based on the schools' comprehensive needs assessment. Computer based instruction is also provided based on the schools' CNA.</p> <p>Title I funds will be used to provide professional learning days, substitutes for professional learning days: increase knowledge and practice of technology resources and strategies to effectively improve academic achievement during face to face instruction, blended learning and digital learning days (DLD), enhance math instruction, math rigor, Bookworms: shared, IRA, and DI, Lucy Calkins writing, best writing practices, Book worms writing, data days, professional learning books for teachers, bookworm materials, books for shared, interactive, and DI reading books, and sustained silent reading books, quick word books, . Do the Math teacher, Building Fact Fluency, Math By The Book, student materials, manipulatives, software; Write Score, student typing program, air buds, student laptops, document camera, printers, headphones, ink for Title I printers, replacement parts for technology laptop and iPad chargers, poster maker, gloves, sanitizing wipes, classroom instructional resources and materials for ELA and math, instructional supplies for teachers, conference fees and mileage for teachers and ILT.</p> <p>Please see budget descriptor for a complete list of all items</p> <p>The items for which funds are allocated within the Title I budget for Ragsdale Elementary are included based on the Comprehensive Needs Assessment and as supports to the School Improvement Plan. Funds within the Title I Parent Engagement budget are allocated based on both the Comprehensive Needs Assessment and on input solicited and received from parents and families. Items included are supplemental and are budgeted to include the following large categories: substitutes for professional learning: consulting services (math, writing, reading); professional learning books, math rigor, printing services for parent resources, magnets; instructional supplies; technology supplies; computer software; books; Parent engagement conference fees and mileage. Instructional Lead Teacher office supplies, expendable equipment and technology supplies; light snacks for parent engagement opportunities, Postage for Family outreach of academic events, air buds, gloves, sanitizing wipes, Parent Resource Center Supplies: Math and Reading/ELA Games, Summer Workbooks; Coach Books, software; xtra math, Rocket Math, parent event materials, (math/Science/ELA academic) night resources. Parents identify a need to continue funding of the Parent Resource Center with Lexile leveled library, extensions activities for students on or above grade level, programs that students can utilize at home</p> <p>Please see budget descriptor for a complete list of all items</p> <p>Should carryover budget funds become available additional sub days for professional learning, technology such as laptops, software, and additional books/supplies will be considered.</p> <p>We serve students in Math and English Language. We currently have no</p>
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	students at a Neglected and Delinquent facility. If students were to enroll from a N & D facility, we will follow the Title I district procedures for serving those students. We would work closely with the staff at the N & D to provided resources to the parents and students.
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Partnership with the Daycares/Early Learning Centers and the District/schools will include: Daycare centers will share information that the District provides with parents of preschoolers (meeting/event invitations, notification of availability of school-based Parent Resource Centers, accessibility to informative school and district websites, surveys, learning related resources and tips, invitation to school events, and other, as available, and determined through surveys). Centers will provide the initial contact between the District and parents, offering parents the option to have direct contact with Title I staff. The center facility will host parent meetings/events at which District and School Title I staff will participate/present at, with focus on topics such as the following, and as parents may request: reading readiness, math readiness, social readiness; Kindergarten transition with topics such as: registration, transportation, Q & A session, learning expectations; community resources and community support presentations such as: adult literacy, ELL support, public libraries, Paulding Family Connection Services, parenting skills, and other as available. Parents will have multiple opportunities to request information and support, through the District Title I Parent Engagement website, Title I staff contact, surveys, and at events/meetings. Career awareness is also part of the 1st through 5th grades counseling program. There are 17 clusters, that were created by the state, that are introduced to the grade levels 1st-5th grade during classroom guidance. The counselors present advisement lessons on these career clusters during classroom guidance. In addition to these, the 5th grade students compete an interest inventory through GCIS and they also complete a 5th grade career portfolio. For the portfolio, the students will research a career field, complete a paper, and do a presentation on the career. Ragsdale Elementary will coordinate services with ABAC for migrant students as applicable.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>

<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>It is the intention of the Paulding County School District, as well as Ragsdale Elementary to operate each school in a manner that provides for the welfare and safety of all students, while still ensuring our primary goal being to educate, not punish. With that goal, we operate both in a learning manner, attempting to teach appropriate behaviors through programs such as PBIS, Bullying Prevention, etc., as well as a corrective manner, following a progressive discipline policy with the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior. We provide leveled consequences with outlined behavior recommendations within the code of conduct to ensure adherence to that philosophy. We always involve parents in the process. In addition, student support processes are considered to address chronic or continuous behavior.</p> <p>Specifically Ragsdale's school level discipline plan is to implement the PBIS program. Our Assistant Principal and teachers have been selected to participate in the county level trainings to gain further knowledge for implementation. A SEL/PBIS committee was established and implemented to support the SEL and DEI of staff and students.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The SW Title I Program at Ragsdale Elementary does not consolidate any federal programs within this plan. Individual Student Assessment Results and Interpretation will be provided to parents by the following processes: Community Stakeholders' Meetings, Local School Council Meetings, Parent Teacher Conferences., Open House Meetings, Blackboard Notification System, Emails/Flyers, Progress Reports, School Websites and Parent Engagement Meetings.</p> <p>Parents receive a copy of the assessment results along with an explanation of how to interpret the results. Interpretation of results is provided in the family's native language as needed. The College and Career Ready Performance Index, which reports disaggregated data, are published on the Georgia Department of Education website. Parents can also request their child's data and/or assessment results.</p> <p>The Paulding County School District offers multiple venues for support from the district level and through many sources at the local school level to address the social-emotional health of our students and families. The goal is to not only provide instructional support, but to provide strategies and/or mentoring support that will improve students' social skills outside academic subject areas. Those services include specific crisis information (including a crisis hotline), resources for mental health support, substance abuse support, as well as suicide prevention programs. To further support the social emotional health of our students and families, the Paulding County School District works to train and equip staff in providing a safe, diverse and inclusive environment, that promotes student success for our learners.</p> <p>The Ragsdale Elementary Schoolwide Plan was developed during the summer</p>
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ADDITIONAL RESPONSES

	<p>of the 2022-2023 school year to be implemented during the 2022-2023 school year. The Title I Schoolwide Plan will be made available to the LEA, parents, and the public for comments by stakeholders. The Title I Schoolwide Plan will also be made available by posting plan on the school's website, sharing the plan at formal Title I meetings, and housing a copy in the front office. The plan was developed with the involvement of the community to be served and individuals who carry out the plan, including teachers, principals, other school staff and pupil service personnel, parents and students as evidenced in the Comprehensive Needs Assessment.</p> <p>This schoolwide plan will be available for translation and/or interpretation upon request. The schoolwide plan is subject to the school improvement provisions of Section 1116 as amended by Georgia's ESEA Waiver approved by the United States Education Department.</p>
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