

# **Russom Elementary**



## **School Improvement Plan 2024 -2025**

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# 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

### **Mission**

*At Russom Elementary we will engage, inspire, and prepare all students to be dedicated, active learners while maintaining a high standard of academic excellence and mutual respect for all.*

### **Vision**

*Russom Elementary School will provide a safe, inviting learning environment where staff, students and parents demonstrate mutual respect. The learning process will be enhanced by a multitude of instructional resources, technology, and parental and community involvement. Our classrooms will encourage cooperative learning, produce quality work, and student self-assessment. Through collaborative planning, teachers will create engaging lessons and data-driven assessments to monitor student progress and guide the learning of our ever changing and diverse population for success today and tomorrow.*



## *Russom Elementary School Improvement Action Plan*

*SMART Goal 1: Students in grades 3<sup>rd</sup> – 5<sup>th</sup> grade will increase performance on extended writing (ideas and development) as measured by the GMAS in the Spring of 2025. Target student group is those students who scored a level 2 for ideas and development on the GMAS Spring 2024 (4<sup>th</sup> grade 55 students, 5<sup>th</sup> grade 88 students).*

*Grade level baseline:*

*3<sup>rd</sup> – 36% to 41%*

*4<sup>th</sup> – 42% to 47%*

*5<sup>th</sup> – 58% to 63%*

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)
<b>Strategic Goal 1a, 1b</b>  <b>Growth and Success for all</b>	Write Score – Grade Level Data Analysis to identify students conference groups (DI groups)	Analysis of Write Score individual student reports to identify student writing needs for student conferencing during grade level planning.	Teachers EAC Admin.	<ul style="list-style-type: none"> <li>Write score student data review</li> <li>PL agendas</li> <li>Grade-level planning</li> <li>Lesson plans</li> <li>Professional Learning</li> </ul>	Increase in Write Score data. Increase in student achievement in writing on GMAS.
<b>Strategic Goal 3b</b>  <b>Retaining quality personnel</b>	Culminating writing tasks for collaborative grade level analysis	Ongoing DI constructive response analysis.	Teachers EAC Admin.	<ul style="list-style-type: none"> <li>Writing Samples</li> <li>Grade-level planning</li> <li>Lesson plans</li> <li>Rubrics &amp; checklists</li> <li>Teacher observations</li> </ul>	Increase in Write Score data. Increase in student achievement in writing on GMAS.

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 5b, 5c  Innovative Practices	Writing Stamina days 4.5 weeks 3 <sup>rd</sup> -5 <sup>th</sup> grade – 90 minutes every 4.5 half weeks. 2 <sup>nd</sup> grade- 45 minutes 1 <sup>st</sup> grade – 30 minutes K – 15 minutes	SRSD/ RACES based instruction taught during writing lessons. First grade 25 days to learn how to write sentences.	Teachers EAC	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Lesson plans</li> <li>• Teacher observations</li> <li>• Professional Learning Technology specials rotation</li> </ul>	Increase in Write Score data. Increase in student achievement in writing on GMAS.

## *Russom Elementary School Improvement Action Plan*

*SMART Goal 2: Students in grades 3<sup>rd</sup>-5<sup>th</sup> will increase student achievement performance by 4% on the math 2025 Georgia Milestones Assessment. Target student group include students who scored a level 2 (Developing Learner) on the GMAS Spring 2024 (4<sup>th</sup> grade 48 students, 5<sup>th</sup> grade 63 students).*

*Developing Learner grade level scaled score averaged baseline:*

*4<sup>th</sup> – 504.4 to 524.6*

*5<sup>th</sup> – 500.8 to 520.8*

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 1-A, 1-B, 1-C	Daily Fact Fluency Practices	<ul style="list-style-type: none"> <li>- Students will have access and use to online learning tools (I.e., Xtra Math, Progress Learning, etc.) at school and at home.</li> <li>- Teacher/Students math fluency individual math fluency goals that are monitored weekly.</li> <li>- Fluency celebration when student goals are met.</li> <li>- Grade Level Fluency goal setting check-in and results shared with parents. Oct &amp; March</li> </ul>	Teachers EAC	<ul style="list-style-type: none"> <li>• Math Data Days will be held, and student grouping will be updated according to student growth.</li> <li>• Student math fluency growth charts.</li> <li>• Math fluency program reports.</li> <li>• Lesson plans checked weekly.</li> <li>• Computer program progress.</li> <li>•</li> </ul>	The effectiveness of this action step will be monitored by growth measures, math standards, lesson plans, and teacher observations.

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)
<b>Strategic Goal:</b> 1-A, 1-B, 1-C	Differentiated Math NBI	<ul style="list-style-type: none"> <li>- Create NBI groups/segmentations based on data from informal assessments multiple times a year.</li> <li>- Informal/formal observations and feedback at the school and district level.</li> <li>- ILC formative and summative data used to plan for EIP and NBI groups.</li> </ul>	EAC Admin Teachers	<ul style="list-style-type: none"> <li>• Math Data Days will be held, and student grouping will be updated according to student needs.</li> <li>• Lesson plans checked weekly</li> <li>• Teacher observations</li> <li>• Mastery of grade level standards</li> <li>• Morning Math Tutoring</li> <li>• ILC grade level data spreadsheet.</li> </ul>	To increase student basic math skills and fill in gaps of learning.

## *Russom 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
Grade Level and Support Staff PLCs focus on data analysis to inform the implementation of rigorous writing instruction and Math instructional strategies.	All Certified	EAC/Literacy Coach/Admin	Aug 24- May 25	School leaders will provide understanding of teacher need with implementation of ELA/writing and Math strategies. Certified Staff will demonstrate the ability to use PLCs in a process of collaborated inquiry to improve implementation of ELA/writing and Math strategies.	Effectiveness will be monitored through Kick-up attendance, PLC agenda and sign in sheets, Grade level PLC minutes, peer and admin observations, and constructive feedback.
Certified staff members (with a focus on new staff members) will receive training in SRSD, Writing Conferencing, and WriteScore lesson implementation/data digs.	All Certified	EAC/Literacy Coach/Admin/District Writing Coach	Aug 24 – May 25	Teachers will demonstrate an understanding of using writing strategies to improve student writing instruction and implement small group conferencing in the classroom setting.	Effectiveness will be monitored through WriteScore assessments, observations, constructive feedback, and lesson plans.