School Improvement Plan
2023 - 2024

Barrow County
Russell Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Russell Middle School
Team Lead	Meridith Wages Peck
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	Literacy - Only 32.7% of our students are scoring in level 3 (proficient) and 4 (distinguished) on the ELA GMAS.
Root Cause # 1	Curriculum alignment and high functioning PLC (planning using backwards design, planning for rigorous lesson engagement, assessment, and grading)
Goal	By the end of the 23-24 school year, the percentage of students scoring in the proficient and distinguished level will increase from 32.7% to 40% as measured by the ELA GMAS.

Action Step # 1

Action Step	All teachers will participate in strengthening the PLC process - defining clear academic goals for every student, ongoing monitoring of student learning, systematic interventions, and high expectations for student learning -using the backwards design model for planning daily lessons - increasing engagement, rigor, and the depth of knowledge required within lesson planning and delivery as well as tasks/projects - designing common assessments aligned with the rigor of the Georgia Milestones Assessment and GA Standards of Excellence - and defining consistent content team grading practices to demonstrate mastery of standards. *Each content teams will create SMART goals and monitor progress *Content team leads will be the guiding coalition of this work (meeting 1x/mo - through book study - RIGOR is NOT a Four-Letter Word By: Barbara Blackburn)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Meeting minutes Lesson Plans Assessments Work Samples
Method for Monitoring Effectiveness	Walk-through data MAP HMH
Position/Role Responsible	All teachers Admin Instructional Coach Literacy Specialist
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step # 2

Action Step	All teachers will design and implement a spiral review daily (with varied DOK levels) focusing on language and vocabulary acquisition.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan PLC Meeting Minutes Walk-through observations Examples of student work
Method for Monitoring Effectiveness	Common Assessment Data MAP Data GMAS Data Pass rate Data
Position/Role Responsible	all ELA teachers
Timeline for Implementation	Weekly

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)?	

Action Step # 3

Action Step	All teachers will incorporate on before, during, and after reading strategies within their content areas using content area texts weekly.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan PLC Meeting Minutes

Action Step # 3

Method for Monitoring Implementation	Walk-through observations Examples of student work
Method for Monitoring Effectiveness	Common Assessment Data MAP Data GMAS Data Pass rate Data
Position/Role Responsible	All teachers Admin Instructional Coach
Timeline for Implementation	Weekly

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)?	

Action Step # 4

Action Step	ELA teachers will develop and administer common assessments every 2 weeks that reflect DOK levels 2, 3, and 4 (and thus the GMAS) and disaggregate data from such regularly.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Evidence of assessments Evidence of data Lesson Plans PLC Meeting Minutes
Method for Monitoring Effectiveness	Data Team Results (CFA Data) MAP growth GMAS Data
Position/Role Responsible	ELA teachers Admin Instructional Coach Literacy Specialist
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math - Only 31.38% of our students are scoring in level 3 (proficient) and 4 (distinguished) on the Math GMAS.
Root Cause # 1	Lack of appropriate pacing and planning for spiraling content
Root Cause # 2	Curriculum alignment and high functioning PLC (planning using backwards design, planning for rigorous lesson engagement, assessment, and grading)
Goal	By the end of the 23-24 school year, the percentage of students scoring in the proficient and distinguished level will increase from 31.38% to 45% as measured by the Math GMAS.

Action Step # 1

Action Step	All teachers will participate in strengthening the PLC process - defining clear academic goals for every student, ongoing monitoring of student learning, systematic interventions, and high expectations for student learning -using the backwards design model for planning daily lessons - increasing engagement, rigor, and the depth of knowledge required within lesson planning and delivery as well as tasks/projects - designing common assessments aligned with the rigor of the Georgia Milestones Assessment and GA Standards of Excellence - and defining consistent content team grading practices to demonstrate mastery of standards. *Each content teams will create SMART goals and monitor progress *Content team leads will be the guiding coalition of this work (meeting 1x/mo - through book study - RIGOR is NOT a Four-Letter Word By: Barbara Blackburn)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting minutes Lesson Plans Assessments Work Samples
Method for Monitoring Effectiveness	Walk-throughs
Position/Role Responsible	All teachers
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step # 2

Action Step	All Math teachers will design and implement a spiral review daily (with varied DOK levels) focusing on all domains. .
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Spiral Review Lesson Plans
Method for Monitoring Effectiveness	Walk-through data
Position/Role Responsible	All math teachers
Timeline for Implementation	Weekly

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)?	

Action Step # 3

Action Step	Math teachers will develop and administer common assessments every 2 weeks that reflect DOK levels 2, 3, and 4 (and thus the GMAS) and disaggregate data from such to inform/plan instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Evidence of assessments Evidence of data Lesson Plans PLC Meeting Minute
Method for Monitoring Effectiveness	Data Team Results (CFA Data) MAP Data GMAS Data
Position/Role Responsible	Math Teachers Admin Instructional Coach Math Specialist
Timeline for Implementation	Weekly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Discipline (Climate/Culture) - Total Incidents percentage change (increased) : 27.03% and ISS percentage change (increased) : 28.49%
Root Cause # 1	Lack of engagement in daily classroom instruction
Root Cause # 2	Lack of focus on adults recognizing students for "good behavior" on a consistent basis
Goal	By the end of the 23-24 school year, we will decrease discipline referrals by 40% as collected by total referral count.

Action Step # 1

Action Step	All teachers will use the backwards design model for planning daily lessons - increasing engagement, rigor, and the depth of knowledge required within lesson planning and delivery as well as tasks/projects, assessments, and grading practices to show mastery of standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	as
Method for Monitoring Effectiveness	as
Position/Role Responsible	as
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step	All staff will participate in a school-wide system for recognizing students for meeting the expectations ("good behavior") by distributing DogPack Dollars to students frequently throughout the day (with a goal of 10/day). *Students will deposit at the end of each day and be eligible to use to redeem rewards from the PRIDE Reward Cart weekly.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Spreadsheet of deposits
Method for Monitoring Effectiveness	Discipline Data Student Survey Data PRIDE participation Georgia Student Health Survey Results
Position/Role Responsible	All staff
Timeline for Implementation	Weekly

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)?	

Action Step # 3

Action Step	All staff will participate in weekly behavioral data review and Quick PL (focusing on classroom management and positive behavioral intervention strategies) led by grade level PBIS representatives.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C

Action Step # 3

Funding Sources	Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Deposit Spreadsheets Grade Level Agendas
Method for Monitoring Effectiveness	Decrease in referral data Evidence of student intervention Georgia Student Health Survey Results
Position/Role Responsible	All staff Admin PBIS Coach PBIS grade level representatives
Timeline for Implementation	Weekly

Action Step # 3

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

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).	Our school sought advice from individuals to develop this plan by collecting data through the Certified and Classified (Comprehensive Needs Assessment Survey, the Georgia Student Health Survey, and the annual Parent Survey. 22-23 SY data was collected and presented throughout the year in faculty meetings, through grade level meetings, and school improvement team leadership meetings. Using the data, each grade level/special areas team completed the School Comprehensive Needs Assessment - summarizing the trends and patterns observed in each of Georgia's Systems of Continuous Improvement, identifying overarching needs, root causes, how "we" can affect the need, and prioritizing the needs. Our School Improvement Leadership Team assembled within the first week of the summer to complete a comprehensive review of all data sources and narrow down the greatest overarching needs for the 23-24 School Improvement Plan.
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.	Our school will ensure that low-income and minority children enrolled in the Title I school are not served as disproportionate rates by ineffective, out-of-field, or inexperienced teachers using multiple strategies. We have prioritized the the need for hiring highly qualified and experienced teachers who have a vested interest in our community throughout this Spring/Summer. Currently, we do not have any out-of-field teachers. Additionally, we have prioritized strategic scheduling of students who require specific needs in order for them to be most successful. We typically pair co-teachers for the teacher teams to benefit the learning environment in a positive way, as well as the classroom instructional planning and delivery.
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).	Literacy and math are both targeted areas of our Title I Instructional program. Tier one instructional practices and frameworks are in place in both ELA and Math classes to provide students an equitable learning experience across our school and district. This year we will implement the newly developed Georgia Math Standards across grades 6-8, as well as the Open Up Math Curriculum required by the district. We will also offer Enhanced Algebra-Concepts and Connections to students who are enrolled in this advanced concept model for math. Additionally, we use Lucy Calkins Units of Study for Reading in 6-8 ELA classes across our district. In additional to Tier I instructional strategies, when students are identified as in need of additional intervention and support either through Tier II or Tier III interventions, our connections teachers (RTI Intervention team led by our Assistant Principal who serves as the RTI coordinator for our school) meet with small groups or individual students to employ instructional strategies/methodologies to address the identified needs. Students are identified for targeted support through the MAP assessment (administered 3x/yr.), the HMH Reading (administered 3x/yr.), classroom

	observation, and classroom assessments. When identified as need for intervention in math, we use the GA Numeracy Project and Exact Path to provide additional support. In reading/literacy, teachers use a variety of research-based intervention strategies from the BCSS repository in addition to guided reading strategies using the leveled reading library, Exact Path, DRI box, and Read Theory. We review and monitor progress bi-weekly through the use of specific probes aligned with the intervention provided. Both the RTI Intervention team and the grade level teams meet monthly to review the progress monitoring data to determine next steps for intervention plans. Students who are living in local institutions for neglected or delinquent children are provided the instructional strategies and processes for identifying needs and appropriate interventions as all other students in our school. We work closely with our counseling team and social workers to monitor the status of these students in order for them to be most successful. As any student enrolls in our school, we review their previous school data and make appropriate determinations for next steps to ensure support is in place for them to be most successful.

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 - we are a Title I School.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	N/A - We are a Title I Middle School.

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	We provide an informational session to all students (grades 6, 7, and 8) focusing on the transition to high school and pathway options. The purpose of this plan is to provide students, parents, and staff knowledge regarding the transition to high school beginning as early as 6th grade at RMS. We believe this allows for informed decisions when it is time to make the choices for pathways in January of our students' 8th grade year. A partnership with our high school, the graduation specialist, academic interventionist, and pathway teachers is critical to this transition process. 8th grade teachers assist with the student registration process ensuring recommendations for appropriate placement based on pre-requisites and desire of pathways is in place for our students. The high school hosts parent meetings during the month of January for information to lead to a smooth transition for our students. Additionally, students visit the high school in the Spring of each school year as support with the transition. *In addition to this transition, we support our students and families transitioning from elementary school to middle school in a similar manner. 5th grade students visit our school in the Spring of each school year as support with the transition for a full orientation and tour of the school. We then host a 6th grade Open House/Orientation separate from the school-wide Open House in July of each year. Parents are given the opportunity to learn about the school, etc. in a more structured manner and visit their child's teacher, walk through their child's schedule, etc. without any other students/families in the building.

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.	We will target the efforts to reduce the overuse of discipline practices that remove students from the classroom by building capacity among our staff regarding PBIS practices and management strategies. Additionally, we are planning to focus on increasing the level of engagement, rigor, and the depth of knowledge required within lesson planning and delivery as well as tasks/projects to show mastery of standards. And finally, our PBIS team has designed an additional component to our school-wide PBIS system intentionally targeting positive behaviors. We will implement an initiative for teachers to recognize students for positive behaviors using positive reinforcement through verbal praise and a currency. Students will be afforded

	the opportunity to accumulate the DogPack Dollars to cash in for reward at our PBIS store weekly. Monthly, students who have earned the school-wide reward to participate in the PRIDE Celebration will be eligible for sign-up - this year we would like to empower student input through an interest inventory for what PRIDE Celebration stations will consist of. Weekly, grade levels will meet to discuss the Quick PL for the week targeting behavior management strategies and PBIS - as well as track student infractions/discipline and subgroups - thus providing appropriate intervention immediately.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	