



RUSSELL MIDDLE

SCHOOL IMPROVEMENT PLAN 2021-2022

Goal 1: Through targeted support and professional development for improving literacy instruction across the curriculum, **students in grades 6, 7, and 8 will collectively score a mean RIT** (reported on the Student Growth Summary Report) **on the Reading Spring MAP assessment that meets or exceeds the student achievement norm for Spring 2022** (6th grade - 215.36, 7th grade - 218.36, 8th grade - 221.66).

- Fall 2020 mean RIT scores: 6th grade - 209.5 (SAN-210.17), 7th grade - 210.8 (SAN-214.20), 8th grade - 213.5(SAN-218.01)
- Spring 2021 mean RIT scores: 6th grade - 214.2(SAN-215.36), 7th grade - 217.3(SAN-218.36), 8th grade - 219.5(SAN-221.66)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Continue to refine use of research-based practices in reading workshop to provide students with comprehension strategy instruction, small group differentiated instruction, writing instruction, and opportunities for choice-based reading (L4GA Project Goal 1)	Instructional Coach; District K-8 Literacy Specialist	Professional Learning Calendar	Instructional rounds; Collaborative planning with PLCs and ICs; Coaching Cycles	Classroom artifacts Lesson plans Student work Walkthrough data	District K-8 Literacy Specialist; Classroom libraries; Professional Learning (can outsource using L4GA funding-need to add topics to PL calendar and dates)
Provide reading comprehension small group instruction for students reading below grade level (L4GA Project Goal 1) <ul style="list-style-type: none"> • Serving Tier 3 Ss during ELT • Ss strategically grouped in clusters for AI push-in services 	Academic Interventionist; Tier 3 ELT teachers	Weekly implementation	Master Schedule; Rosters Lesson plans and materials; Professional learning materials	Walkthrough data RTI Progress Monitoring	Academic Interventionist; District K-8 Literacy Specialist; Instructional materials; Professional texts
Ts will continue to refine the use of Units of Study curriculum and reading workshop lesson framework (Opening, whole group mini-lesson with an instructional focus, independent work session, small group instruction, individual conferences with students, and whole group closing).	Inst. Coach; District K-8 Literacy Specialist; ELA Content Facilitators	Weekly PLC meetings; Monthly PL	Instructional Rounds; Coaching Cycles; Collaborative planning with PLCs and IC	Lesson plans Walkthrough data	Lesson Plan Framework Instructional Frameworks High Impact Practices



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<p>Ts will continue to refine our use of the BCSS Instructional Framework (Opening, whole group mini-lesson with an instructional focus, independent work session, small group instruction, individual conferences with students, and whole group closing) and High Impact Practices in SS, Science, Fine Arts, and CTAE courses through targeted professional learning</p>	<p>Inst. Coach; Admin</p>	<p>Professional Learning Calendar</p>	<p>Instructional Rounds; Coaching Cycles</p>	<p>Lesson plans Walkthrough data</p>	<p>PL materials; Lesson Plan Framework Instructional Frameworks High Impact Practices</p>
<p>Increase student and family understanding of benchmark assessment data (MAP, HMH) and awareness of our literacy efforts school-wide (L4GA Project Goal 3)</p>	<p>Inst. Coach; Admin</p>	<p>Quarterly family Engagement events: 1) 1st Qtr 9/21/21 2) 2nd Qtr 11/9/21 3) 3rd Qtr 1/25/22 4) 4th Qtr 3/1/22</p>	<p>Resources shared to interpret data</p>	<p>Data reports; Progress monitoring reports; CNA Survey data</p>	<p>Professional learning for HMH; Professional learning for MAP data; Training materials; RMS website</p>
<p>Train and equip teachers to create common assessments that will evaluate and provide feedback on the effectiveness of disciplinary and content area literacy instruction (L4GA Project Goal 1)</p>	<p>Inst. Coach; Content Facilitators</p>	<p>Quarterly during PLC meetings</p>	<p>PLC meeting sign-in sheets, agendas, minutes; Common Formative Assessments Coaching Cycles and Log</p>	<p>Assessment data; Student Classroom Performance (grade) data</p>	<p>PL materials Common Assessments; Release time for planning 3x year</p>
<p>Prepare and support teachers as they implement genre-based pedagogy in all content areas</p>	<p>Inst. Coach; Content Facilitators; Teacher Leaders</p>	<p>Quarterly during PLC meetings</p>	<p>PLC meeting sign-in sheets, agendas, minutes; Lesson Plans and Materials; Coaching Cycles and Log; Professional Learning tasks aligned with readings</p>	<p>Walkthrough data</p>	<p>Professional texts; Professional Learning and materials</p>
<p>Equip teachers to provide students with instruction in disciplinary literacy skills. (L4GA Project Goal 1)</p>	<p>Inst. Coach; Content Facilitators; Teacher Leaders</p>	<p>Quarterly during coaching cycles</p>	<p>Lesson plans; Coaching Cycles and Log; Student Work samples;</p>	<p>Walkthrough data</p>	<p>Professional texts; Professional learning and materials</p>
<p>Use the HMH Reading Inventory to obtain student reading levels, monitor the literacy growth of students and plan needs-based reading instruction to remediate or enrich (L4GA Project Goal 2)</p>	<p>Inst. Coach; Admin</p>	<p>Testing schedule (BOY, MOY, EOY)</p>	<p>HMH Reading Inventory</p>	<p>Student assessment data; Data team meetings after each administration</p>	<p>HMH Reading Inventory</p>



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Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- RTI grade level representatives are in place to guide, monitor, and ensure fidelity with interventions and data collection.
- Students who are not making adequate progress at the Tier 1 level will be brought to the grade level meeting every ___ weeks to determine area of focus and interventions.
- Tier 2 students will be scheduled in classrooms for the Academic Interventionist to provide intervention support.
- Tier 3 students will be strategically scheduled in an ELT segment for individualized interventions to be provided.
- Exact Path will be utilized with Tier 2 and Tier 3 students.
- ESOL support staff will serve students in 6th and 7th math to provide the language acquisition and instructional support in this content, as well as 6th and 8th ELA and 7th and 8th Science.
- Increase the capacity of teachers to work with gifted students through the attainment of gifted endorsements.
- Rosetta Stone will be utilized to support multilingual learners with language acquisition and instruction.
- Extended Learning Time with choice-based course offerings will be available for students' interest to be accelerated and enriched.
- The Helen Ruffin Reading Bowl team will be available for accelerated readers.
- ELA teachers will utilize a system to track student goals and progress toward meeting the goals when conferring (through the implementation of UoS)

Professional Capacity building to support the above goal and action steps

- New to RMS teachers will participate in PL this summer to ensure preparation for implementation.
- New to RMS teachers will be assigned a mentor, participate in peer observations and self-reflection 1x/quarter, and participate in the TIP program once per month.
- Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to their TKES Professional Learning Goals
- Weekly ABC meetings to focus on Attendance, Behavior, and Curriculum with Admin team, Instructional Coach, Counselors, SRO, and Bookkeeper to discuss at-risk students, upcoming events, etc.
- Once per month, teachers will participate in choice professional learning opportunities to target cross-curricular literacy instruction and technology integration.
- All teachers will participate in continuous RTI professional learning to ensure we are identifying students who are in need of support.
- All staff will participate in a Student Services PL during pre-planning to ensure student needs are reviewed and all who are supporting have a plan for meeting the needs (SPED, ESOL, and RTI).
- All teachers will participate in a PL session during pre-planning to assess and plan for improving content PLCs using the [High-Impact Practices Needs Assessments for Collaborative Planning](#) (GaDOE)
- All teachers will participate in a PL session during pre-planning to plan a common weekly pacing guide for 1st quarter with guidance from the IC.
- All teachers will participate in a PL session during pre-planning about lesson plan expectations and effective plan development.
- Leadership representatives will monitor the submission of lesson plans and the implementation of the instructional framework.
- All teachers and paraprofessionals will participate in Instructional Rounds to assess problems of practice and develop action plans for improvement.
- All teachers will participate in a redelivery of CLASE's Instructional Conversations professional learning for engaging students and addressing Speaking and Listening standards.
- ESOL teacher will send a newsletter for how to support multi-language learners in each content area.
- Learning to Write, Reading to Learn Book Study





Goal 2: Through targeted support and professional development for improving math instruction, **students in grades 6, 7, and 8 will collectively score a mean RIT** (reported on the Student Growth Summary Report) **on the Math Spring MAP assessment that meets or exceeds the student achievement norm for Spring 2022 (6th grade - 222.88, 7th grade - 226.73, 8th grade - 230.30).**

- Fall 2020 mean RIT scores: 6th grade - 212.3 (SAN-214.75), 7th grade - 217.1 (SAN-220.21), 8th grade - 221.6 (SAN-224.92)
- Spring 2021 mean RIT scores: 6th grade -219.0 (SAN-222.88), 7th grade -222.8 (SAN-226.73), 8th grade -228.1 (SAN-230.30)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Ts will continue to refine the use of inquiry-based practices through Open Up Math Curriculum and the BCSS Instructional framework (Opening, whole group mini-lesson with an instructional focus, independent work session, small group instruction, individual conferences with students, and whole group closing).	Inst. Coach; District K-8 Math Specialist; Math Content Facilitators	Weekly PLC meetings; Monthly PL	Instructional Rounds; Coaching Cycles; Collaborative planning with PLCs and IC	Lesson plans Walkthrough data	District K-8 Math Specialist; Professional Learning materials; Lesson Plan Framework
Ts will implement district-wide Common Assessments and use data-driven instruction to plan for future instruction and formative assessments.	Inst. Coach; District K-8 Math Specialist; Math Content Facilitators	Weekly PLC data team meetings; quarterly vertical team meetings, Monthly PL	Collaborative planning with PLCs and IC and District K-8 Math Content Specialist (also utilizing K. Raczynski)	Meeting minutes; Assessment data	District K-8 Math Specialist; Common Assessments; Professional Learning
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • RTI grade level representatives are in place to guide, monitor, and ensure fidelity with interventions and data collection. • Students who are not making adequate progress at the Tier 1 level will be brought to the grade level meeting every ___ weeks to determine area of focus and interventions. • Tier 2 students will be scheduled in classrooms for the Academic Interventionist to provide intervention support. • Tier 3 students will be strategically scheduled in an ELT segment for individualized interventions to be provided. • Exact Path will be utilized with Tier 2 and Tier 3 students. • ESOL support staff will serve students in math to provide the language acquisition and instructional support in this content, as well as ELA and Science. • Rosetta Stone will be utilized to support multilingual learners with language acquisition and instruction. • Extended Learning Time with choice-based course offerings will be available for students' interest to be accelerated and enriched. 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> • New to RMS teachers will participate in PL this summer to ensure preparation for implementation. • New to RMS teachers will be assigned a mentor, participate in peer observations and self-reflection 1x/quarter, and participate in the TIP program once per month. • Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to their TKES Professional Learning Goals • Weekly ABC meetings to focus on Attendance, Behavior, and Curriculum with Admin team, Instructional Coach, Counselors, SRO, and Bookkeeper to discuss at-risk students, upcoming events, etc. 					



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- Once per month, teachers will participate in choice professional learning opportunities to target cross-curricular literacy instruction and technology integration.
- All teachers will participate in continuous RTI professional learning to ensure we are identifying students who are in need of support.
- All staff will participate in a Student Services PL during pre-planning to ensure student needs are reviewed and all who are supporting have a plan for meeting the needs (SPED, ESOL, and RTI).
- All teachers will participate in a PL session during pre-planning to assess and plan for improving content PLCs using the [High-Impact Practices Needs Assessments for Collaborative Planning](#) (GaDOE)
- All teachers will participate in a PL session during pre-planning to plan a common weekly pacing guide for 1st quarter with guidance from the IC.
- All teachers will participate in a PL session during pre-planning about lesson plan expectations and effective plan development.
- Leadership representatives will monitor the submission of lesson plans and the implementation of the instructional framework.
- All teachers and paraprofessionals will participate in Instructional Rounds to assess problems of practice and develop action plans for improvement.
- All teachers will participate in a redelivery of CLASE's Instructional Conversations professional learning for engaging students and addressing Speaking and Listening standards.
- ESOL teacher will send a newsletter for how to support multi-language learners in each content area.
- First Days of School Book Study



Goal 3: Build stakeholder capacity for all students, staff, families, and community partners through social-emotional learning as reported in annual Comprehensive Needs Assessment surveys.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All teachers lead monthly TAA sessions to support social emotional learning and to develop inter-relational skills for students	Counselors	Monthly TAA sessions on school calendar	TAA Bell Schedule; Informal walkthrough observations during TAA lessons	TAA lesson plans, slides, materials for activities; CNA Surveys	TAA lesson materials; CASEL's 5 Competencies
All teachers support 1 or more at-risk students through our Academic Mentoring Program (AMP)	Assistant Principal	Weekly mentoring check-in	Weekly meeting documentation	School behavior data; Counseling referral data; Meeting documentation	<i>Onward</i> by Elena Aguilar
Increase student academic motivation through interest-based quarterly Extended Learning Time (ELT) opportunities	Inst. Coach; Admin; Bradberry	Daily, 30 minute segment	Lesson plans and materials; Rosters	Informal walkthrough observational data; Student pre-post survey; Attendance data; Discipline data	Master Schedule
Increase opportunities for PBIS team to develop staff capacity for supporting students' behavior and SEL needs <ul style="list-style-type: none"> - TBRI training (Jennifer Benford) - Mindset De-escalation training - Equity PL with (Ben Moore, GaDOE) - Tier 2 PBIS training (Tobener) - Trauma-Responsive School virtual training (free, GSU) 	PBIS Chair Instructional Coach Admin	Schedule of professional learning throughout the year	Meeting agendas, minutes, sign-in sheets, and materials	Referral data; PRIDE Celebration spreadsheet data and attendance; PBIS evaluation surveys	Training materials; <i>Hacking School Discipline</i> by Weinstein & Maynard; <i>Better Than Carrots or Sticks</i> by Smith, Fisher, Frey
Host monthly Faculty PACKS meeting to discuss the Book Study for building teacher resilience	Inst. Coach; Admin; PACK leaders	Monthly Faculty PACKS meetings; Monthly meetings with PACK Leaders to equip and prepare	Faculty PACKS member spreadsheet; Meeting Agenda/Worksheet to guide discussion; Informal walkthrough observations	CNA Teacher Survey Admin Pulse Check surveys	<i>Onward</i> by Elena Aguilar; <i>The Onward Workbook</i> by Elena Aguilar; Meeting Agenda, worksheets



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Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- We will increase the emphasis on the vision - YOU MATTER in order to beat our drum and tell our story,
- A Weekly Wednesday Folder communication will be utilized for grade levels to send home information for parents.
- The weekly grade level newsletter will be sent home once/month in the Wednesday folder.
- A Weekly school newsletter will be provided to parents each Monday morning (Benchmark oneK12 platform).
- Each staff member will be provided a copy of the text, Onward By Elena Aguilar.
- Be The Voice and/or Sources of Strength will be implemented to support students with anti-bullying efforts.

Professional Capacity building to support the above goal and action steps

- Teachers will participate in professional learning to prepare for effective parent conferences (sharing best practices and effective models for conferences).
- Principal, AP, and Instructional Coach will conduct frequent walk-throughs to provide feedback regarding fidelity of implementation of ELT courses.
- Teachers will receive PL for expectations and models for lesson planning framework for ELT courses.
- Teachers will receive Trauma Based Responsive Intervention (TBRI) Training to better identify students who have experienced trauma and how to best serve.



Family and Community Engagement

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - First semester
 - Date and activity 1 (primary method) - Pre-planning date; Professional Learning on *Communication, Meeting Dos and Don'ts, Language Line* [How to reach out to, communicate with, and work with parents as equal partners]
 - Date and activity 2 (secondary method) - ongoing Principal's DogPack Weekly newsletters [implementing and coordinating Fall Conference Day; the value of and how to partner with parents]
 - Second semester
 - Date and activity 1 (primary method) - January 2022; Professional Learning on _____
 - Date and activity 2 (secondary method) - ongoing Principal's DogPack Weekly newsletters [implementing and coordinating Spring Conference Day; the value of and how to partner with parents]
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Annual Meeting Date: **8/24/21**
 - Building Parent Capacity Date and Activity: **8/24/21 PackFest** (Meet the Teacher and Learn Back-to-School Resources)
 - Additional Opportunities: **9/21/21 Family Engagement Night #1**, and **11/9/21 Family Engagement Night #2**, all resources shared on the RMS website
 - Second semester
 - Spring planning meeting date: **3/4/22 Spring Planning Meeting and Family Engagement Night #4**
 - Building Parent Capacity Date and Activity: **1/23/22 Family Engagement Night #3**
 - Additional Opportunities (optional): All resources shared on the RMS website
- Other Engagement and Outreach Opportunities
 - Fall and Spring Conference dates with 100% attendance
 - Preplanning phone calls to homeroom kids through Blackboard and possibly other communication needs - in order to have multiple ways to communicate.
 - 1st Tuesday Morning TEAM Huddles - responding to guiding questions about student achievement and phone calls home as a team.
 - Who is currently failing your class?
 - Who has chronic attendance?
 - Who has chronic behavior challenges?

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response:





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Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- RMS Fundamental Expectations document updated, shared and taught by admin, and signed by all faculty members
- Revisit and revise school mission and vision, as well as the ideal RMS teacher and student
- Instructional Coach and teacher leaders will model effective practices and facilitate implementation and reflection on research-based, best practices
- Continue the RMS Leadership Academy with a focus on building leadership capacity in the building.
- Focus on content teams collaborative planning meetings by using the GA DOE Collaborative Planning Toolkit. Our content team PLCs will work to answer the following questions each week: What do we expect our students to learn? How will we know they are learning? How will we respond if they do not learn? How will we respond if they already know it? *Conduct the self-assessment with the staff, content teams, and leadership team monitoring.
- Leader development through ASCD and GASSP

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- Pack Fest (Title I presentation, Book Fair, Mobile Library, Back to School Bash, Meet the Teachers)
- Sneak-a-Peek Nights for rising 6th graders and their parents in Spring semester of students' 5th grade year
- Tours of school for rising 6th graders in Spring semester of students' 5th grade year (during school hours so students see middle schoolers 'in action')
- Visits to high school and SIMS academy during Spring semester for 8th graders (during school hours so students see high schoolers 'in action')
- High School scheduling in spring semester includes one-on-one counseling from high school counselors with 8th grade students