

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

3/13/2017

Ringgold Elementary School NCES - 50296000067

Benton School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status **Objective Met** 9/28/2015 10/21/2015

Assessment Level of Development: Initial: **Limited Development** 09/01/2015

Objective Met - 09/28/2015 10/21/2015

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:
 - Team members chosen
 - First meeting date set for Sep 15
 - Collaboration sent through Drive

Plan Assigned to: Beverly Overturf-Mayfield

How it will look when fully met:
 -Teams will have dates planned to meet
 -Teams will be assigned

Target Date: 09/01/2015

Tasks:

1. Teams will be chosen

Assigned to: Beverly Overturf-Mayfield

Added date: 09/01/2015

Target Completion Date: 09/15/2015

Comments:
 Grade-level teams were established during summer PD.
 Leadership teams were picked on 9/1/15
 Members will be notified soon by Overturf that they are on the Leadership team

Task Completed: 09/01/2015

2. Dates for meetings will be set for each team.

Assigned to: Beverly Overturf-Mayfield

Added date: 09/01/2015

Target Completion Date: 09/15/2015

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| | Comments: | Grade-level team times are already established. | |
| | | Leadership team meeting dates will be set by 9/15/15 | |
| | Task Completed: | 09/11/2015 | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | 9/28/2015 10/21/2015 | |
| | Experience: | 9/28/2015 Teams were determined within Ringgold. Teams meet weekly on set days. | |
| | Sustain: | 9/28/2015 Team minutes and agendas will be kept. | |
| | Evidence: | 9/28/2015 Minutes & agendas | |
| Indicator | ID04 - All teams prepare agendas for their meetings.(39) | | |
| Status | Objective Met 11/30/2016 | | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 | |
| | | Objective Met - 11/30/2016 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | -agenda provided for monthly meetings -minutes kept during grade-level meeting and leadership meetings -parent meeting agendas | |
| Plan | Assigned to: | Beverly Overturf-Mayfield | |
| | How it will look when fully met: | Meetings will have agendas and norms that will be followed for every meeting and given ahead of time within 48 hours. Evidence: Example of agendas from grade-level meetings, staff meetings, and leadership meetings Feedback will be gathered on what works well and needs improvement. Give agendas within 48 hours. | |
| | Target Date: | 12/20/2015 | |
| | Tasks: | | |
| | 1. ACSIP leaders, building leaders, and grade-level leaders will train and provide format | | |
| | Assigned to: | Beverly Overturf-Mayfield | |
| | Added date: | 09/01/2015 | |
| | Target Completion Date: | 09/15/2015 | |
| | Comments: | This was discussed in our previous meeting. All team leaders were given paper format for agenda and shared in Google Drive. All team members were given table top roles to share at grade-level PLC. | |
| | Task Completed: | 09/16/2015 | |

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| 2. Upload agenda format to Google Drive and Word for grade-levels to use and for leadership to use. | | |
| Assigned to: | Ima Greer | |
| Added date: | 09/01/2015 | |
| Target Completion Date: | 09/15/2015 | |
| Comments: | Beverly will send Ima the electronic form by Sept 4th Ima will upload by Sept 7th | |
| Task Completed: | 09/07/2015 | |
| 3. Monitor and lead the model implementation in 3rd grade | | |
| Assigned to: | Victoria Mercing | |
| Added date: | 09/01/2015 | |
| Target Completion Date: | 09/22/2015 | |
| Comments: | Victoria will create the agenda for the 3rd grade PLC meetings by Sept 20th to be used on Sept 22nd. | |
| Task Completed: | 09/22/2015 | |
| 4. Re-evaluate the process used during meetings. | | |
| Assigned to: | Beverly Overturf-Mayfield | |
| Added date: | 09/01/2015 | |
| Target Completion Date: | 01/15/2016 | |
| Comments: | what do teachers like? what needs to be tweaked or done differently? | |
| Task Completed: | 09/09/2016 | |
| Implement | Percent Task Complete: | |
| | Objective Met: | 11/30/2016 |
| | Experience: | 11/30/2016 All teachers were given an agenda template and have been using it each week. |
| | Sustain: | 11/30/2016 Follow ups on agendas in Google Drive will need to be done throughout the year. |
| | Evidence: | 11/30/2016 https://drive.google.com/drive/folders/0BxWwvzx9tF6sdjd3MHhRUFZfUDA Google Drive folder with agendas. |
| Indicator | ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42) | |
| Status | Objective Met 11/30/2016 | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 |
| | | Objective Met - 11/30/2016 |
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| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Team members will be chosen First team meeting set for September 15 | |
| Plan | Assigned to: | Rhonda Redmond | |
| | How it will look when fully met: | Meetings will have agendas and norms that will be followed for every meeting and given ahead of time within 48 hours of meeting. Evidence: example of agendas from grade-level meetings, staff meetings, and leadership meetings. feedback on what works well and needs improvement give agendas within 48 hour window | |
| | Target Date: | 12/20/2015 | |
| | Tasks: | | |
| | | 1. Upload agenda format to Google Drive and Word for grade-levels to use. | |
| | Assigned to: | Ima Greer | |
| | Added date: | 09/01/2015 | |
| | Target Completion Date: | 09/07/2015 | |
| | Comments: | Beverly will send Ima the electronic form by September 4th. This has been completed | |
| | Task Completed: | 10/03/2016 | |
| | | 2. Monitor and lead the model implementation in 3rd grade. | |
| | Assigned to: | Victoria Mercing | |
| | Added date: | 09/01/2015 | |
| | Target Completion Date: | 09/22/2015 | |
| | Comments: | Victoria will create the agenda for the 3rd grade PLC meeting by September 20th and will use the agenda on September 22. | |
| | Task Completed: | 05/12/2016 | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | 11/30/2016 | |
| | Experience: | 11/30/2016 Last year, all PLCs were given an agenda template to be used in Google Drive. Although it was newly implemented 75% of our staff completed it. This year all grade levels are using the template each week. | |
| | Sustain: | 11/30/2016 We will continue to set up the Google Drive folders and the agenda template will be reviewed to see what needs to change. | |

Evidence:

11/30/2016

Google Drive Agenda Folder:

https://drive.google.com/drive/folders/0BxWwvzx9tF6sdjd3MhhRUFZfUDA

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

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| Indicator | IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 03/08/2016 | |
| | | Objective Met - 03/13/2017 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Leadership team looked through classroom observations and tallied each domains that were observed. Lowest observations were noted and principal will discuss PD offerings and plan for next year. | |
| Plan | Assigned to: | Beverly Overturf-Mayfield | |
| | How it will look when fully met: | <p>Principals will create a review with data to share with leadership team.</p> <p>A list of PD offerings will be given for staff to focus on areas with most needs.</p> <p>List of needs will be sent to specialists for PD options.</p> <p>Previously, Ringgold used a classroom walk through observation checklist to monitor the building. However, this year, the checklist was not used. Leadership has not discussed any data from Classroom observation.</p> | |
| | Target Date: | 05/25/2018 | |
| | Tasks: | | |
| | 1. Principals will gather data for observations | | |
| | Assigned to: | Beverly Overturf-Mayfield | |
| | Added date: | 03/08/2016 | |
| | Target Completion Date: | 02/08/2016 | |
| | Frequency: | once a year | |
| | Comments: | <p>gathering data from classroom observations is limited currently. The district is going to meet with principals to either develop something through Bloomboard or Google Forms.</p> <p>Principals observe teachers from 1-4 times per year. The observation is recorded in Blooms. Teacher and principal meet to discuss strengths and weakness. In addition, the principal and teacher discuss goals for the next school year. Teachers take 18 hours of PD that align with their PGP.</p> | |
| | 2. After looking at data, principals will meet with specialist about needed PD opportunities. | | |
| | Assigned to: | Rhonda Redmond | |

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| | Added date: | 03/08/2016 |
| | Target Completion Date: | 05/31/2016 |
| | Comments: | Ms. Overturf and Ms. Redmond keep a record by checking boxes on what is observed as best practices in the building. At the end of the year, the leadership team used the record to determine what practice needed the most improvement. It is limited in the data that is provided, but it does give us some guidance for PD offerings. |
| | Task Completed: | 05/11/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/13/2017 |
| | Experience: | 3/13/2017 Principals have been trained for using the TESS system and Blooms. In addition, teachers receive training from trained teachers on how to use Bloom Board. |
| | Sustain: | 3/13/2017 Teachers will need to continue being trained on Bloom Board and communication between principal and teachers will continue throughout a school year. |
| | Evidence: | 3/13/2017 -- TESS -- Bloomboard --PGP |
| Indicator | IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70) | |
| Status | Objective Met 3/13/2017 | |
| Assessment | Level of Development: | Initial: Limited Development 01/20/2016 |
| | | Objective Met - 03/13/2017 |
| | Index: | 6 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Principals observe teachers 1-4 times per year, according to their TESS track. The observation rubric is located in Bloom Board. Principal and teacher discuss observation and the teacher will decide on their professional growth; teachers will then take 18 hours of PD to correlate with PGP. |
| Plan | Assigned to: | Beverly Overturf-Mayfield |
| | How it will look when fully met: | It has been discussed that principals and administration are working on a checklist for walk through that will be the same across the district. In addition, the leadership team will be able to analyze the data leaving teachers names anonymous. |
| | Target Date: | 08/14/2016 |

Tasks:

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| | 1. Principal and Assistant principal will observe and meet with teachers. | |
| | Assigned to: | Beverly Overturf-Mayfield |
| | Added date: | 03/13/2017 |
| | Target Completion Date: | 08/15/2016 |
| | Frequency: | four times a year |
| | Comments: | This is the third year that the TESS model has been implemented |
| | Task Completed: | 08/15/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/13/2017 |
| | Experience: | 3/13/2017 TESS has been implemented for three years. Principal and teachers meet 1-4 times per year. Using the TESS evaluation teachers choose goals in their PGP. They then will take 18 hours of PD toward their PGP. |
| | Sustain: | 3/13/2017 Classroom observations, Conference with principal, Yearly PGP, |
| | Evidence: | 3/13/2017 PGP samples and PD plans |
| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984) | |
| Status | Objective Met 3/13/2017 | |
| Assessment | Level of Development: | Initial: Limited Development 03/08/2016 Objective Met - 03/13/2017 |
| | Index: | 4 (Priority Score x Opportunity Score) |
| | Priority Score: | 2 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Literacy and math specialist provide PD that aligns with the vision of the district; however, PD does not necessarily align with specific teacher's needs. In addition, school principal has now surveyed the specific needs of teachers. |
| Plan | Assigned to: | Beverly Overturf-Mayfield |
| | How it will look when fully met: | -- differentiated offerings will be given -- options during school PD -- teacher surveys with specific needs will guide offerings |
| | Target Date: | 08/14/2017 |
| | Tasks: | |

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| 1. Develop a survey for specific grade-level needs | |
| Assigned to: | Kathryn McCoy |
| Added date: | 03/08/2016 |
| Target Completion Date: | 04/07/2016 |
| Frequency: | once a year |
| Comments: | <p>Kathryn and Lisa will develop a survey for teachers to provide specific feedback for PD offerings. This can be discussed at our next meeting.</p> <p>**There will still be a survey given at a district level, but this year, we plan to focus on this more as a school. At the beginning of the 2017-2018, the school PD will offer differentiated courses for teachers, focusing on our weak areas from the principal's summary report.</p> <p>**Mrs. Mayfield surveyed the teachers to see what PD was needed for the 17-18 school year. This took place February Staff Meeting.</p> |
| Task Completed: | 02/13/2017 |
| 2. Data will be analyzed by leadership team and feedback will be sent to specialists. | |
| Assigned to: | Victoria Mercing |
| Added date: | 03/08/2016 |
| Target Completion Date: | 04/19/2016 |
| Comments: | Victoria will follow up on data and bring the survey results to leadership team. |
| Task Completed: | 03/13/2017 |
| 3. Natalie Tanner, Kelly Fuller, and Jodie Quinn will provide ongoing PD throughout the school year. Natalie provides technology support by providing PD and/ or helping to implement technology in the classroom. In addition, the specialists provide embedded PD during PLC and/ or planning days. They also come into classrooms to model lessons. | |
| Assigned to: | Beverly Overturf-Mayfield |
| Added date: | 11/30/2016 |
| Target Completion Date: | 03/13/2017 |
| Comments: | Updated on 3/13/18 |
| Task Completed: | 03/13/2017 |
| Implement | Percent Task Complete: |
| | Objective Met: |
| | Experience: |
| | Sustain: |
| | Evidence: |

Expanded time for student learning and teacher collaboration

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| Indicator | IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981) | | |
| Status | No decision has been made Tasks completed: 2 of 2 (100%) | | |
| Assessment | Level of Development: | Initial: Limited Development 12/14/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <ul style="list-style-type: none"> - summer school (pre-test and post-test) - ASPIRE academy (pre-test and post-test) if funding allows - Intervention (use data from math and ELA assessment) - Waterford, Reflex, Scootpad <p>--Intervention: Are all students receiving intervention and/ or enrichment? A more cohesive vision needs to be communicated across the district. No model has been put in place for teachers to follow. A schedule that fits better to involve all teachers is needed.</p> | |
| Plan | Assigned to: | Beverly Overturf-Mayfield | |
| | How it will look when fully met: | <ul style="list-style-type: none"> - copies of pre-test and post-tests - copies of extended curriculum - assessment data from Math and ELA assessments - data from Waterford and Scoot pad <p>During the 2016-2017 school year, iReady has been the main program for both intervention and enrichment. The program provides testing, data, and curriculum for students. When this program is put in place, each student will receive the services he or she needs daily. The data will help teachers know student deficits and areas to enrich.</p> | |
| | Target Date: | 05/31/2017 | |
| | Tasks: | | |
| | 1. School teams will research effective models and/or tour other schools with successful intervention blocks | | |
| | Assigned to: | Beverly Overturf-Mayfield | |
| | Added date: | 12/14/2015 | |
| | Target Completion Date: | 04/01/2016 | |
| | Comments: | <p>Teachers feel there is not much guidance given with intervention. There has not been a model given to them. Also, they keep getting different communication from different leaders and are confused about what they need to do. It's difficult to shuffle so many kids around during intervention, too, and a schedule that helps pull in more support is needed if possible. Hill Farm and Eldorado was mentioned as having good schedules that can be used as a model.</p> <p>Update: iReady has been put in place as a model for teachers to use. We will continue to get feedback from teachers and students about using iReady as an intervention tool.</p> | |
| | Task Completed: | 08/17/2016 | |

2. District team needs to develop a mode and/or provide training on an intervention model that works

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| | Assigned to: | Beverly Overturf-Mayfield |
| | Added date: | 12/14/2015 |
| | Target Completion Date: | 05/31/2016 |
| | Comments: | iReady is being used for 2016-2017 school year. We will collect feedback throughout the year about the program. |
| | Task Completed: | 08/17/2016 |
| Implement | Percent Task Complete: | Tasks completed: 2 of 2 (100%) |

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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| Indicator | II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 03/08/2016 |
| | Evidence: | Currently, at a district-level, Angie attends job fairs to recruit more teachers. Each job position posted always has multiple applications. In addition, mentor teachers are assigned to new and/ or incoming teachers. |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

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| Indicator | IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88) | |
| Status | Tasks completed: 0 of 4 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 11/30/2015 |
| | Index: | 1 (Priority Score x Opportunity Score) |
| | Priority Score: | 1 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | -- math team, ELA team, writing team, and report card team meets as a district to create and align curriculum to standards on a district-level -- math, ELA, and writing team meet once a nine weeks -- report card team meets twice and year -- science and social studies do not have district teams but state standards are followed |
| Plan | Assigned to: | Kathryn McCoy |
| | How it will look when fully met: | -- curriculum map per grade level -- standards based report cards -- links to standards, curriculum, instruction, and assessment Science and SS: -- at the school level, teachers will work to plan one common unit each nine weeks, starting with the 4th nine weeks. |
| | Target Date: | 05/31/2016 |

Tasks:

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| 1. As a team, each grade-level will choose a chair for science and SS. (Victoria and Kathryn will oversee this in 3rd and 4th) | |
| Assigned to: | Victoria Mercing |
| Added date: | 11/30/2015 |
| Target Completion Date: | 05/25/2018 |
| Comments: | Pick a team member that is not currently on a curriculum committee to be the chair for science and ss. |
| 2. The chair will lead the grade-level team for developing a unit for both science and ss (this will be discussed and developed in grade-level meetings. Kathryn and Victoria will make sure the new chair does this. | |
| Assigned to: | Victoria Mercing |
| Added date: | 11/30/2015 |
| Target Completion Date: | 05/25/2018 |
| Comments: | By Feb 15th, the chair will need to start discussing with grade-level team. |
| 3. Teach the newly developed unit | |
| Assigned to: | Kathryn McCoy |
| Added date: | 11/30/2015 |
| Target Completion Date: | 05/25/2018 |
| Comments: | By mid-may the unit needs to have been taught and discussed among the grade-level |
| 4. Decide which units will be taught for a common unit for each nine weeks for the 2016-2017 school year. | |
| Assigned to: | Victoria Mercing |
| Added date: | 11/30/2015 |
| Target Completion Date: | 05/31/2016 |
| Comments: | |
| Implement | Percent Task Complete: Tasks completed: 0 of 4 (0%) |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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| Indicator | IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100) | | |
| Status | Objective Met 11/30/2016 | | |
| Assessment | Level of Development: | Initial: Limited Development 11/30/2015 Objective Met - 11/30/2016 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | -- Scoot Pad was being used at the beginning and replaced TLI; however, this is no longer being used because of technology | |

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| | | difficulties. |
| | | --In place: Dibels, DRA, Orbitz, Beginning of the Year math assessments, Kindergarten pre assessments, K Round up, Reflex... |
| Plan | Assigned to: | Victoria Mercing |
| | How it will look when fully met: | Currently literacy uses a variety of tests to assess students; however, there are not any tests being used school-wide or district-wide for math. Teachers need tests that assess the standards and provide data for intervention |
| | Target Date: | 05/31/2016 |
| | Tasks: | |
| | 0. Victoria, Darla, and Kathryn will research standards-aligned tests and report to the math specialists. | |
| | Assigned to: | Darla Brimhall |
| | Added date: | 11/30/2015 |
| | Target Completion Date: | 05/31/2016 |
| | Comments: | Because of Scoot Pad's technology issues there are not any formative assessments being used in math. A district decision has not been made about a testing tool to replace it. The three teachers mentioned above will work on this throughout the school year. |
| | Task Completed: | 08/15/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 11/30/2016 |
| | Experience: | 11/30/2016 Last year there were problems with testing because it was the first year without TLI. However, this year iReady has been implemented along with many other tests: Dibels, DRA, Orbitz, math assessments, Kindergarten Round Up, Reflex (some classes), K Pre-assessments, and ACT Aspire. |
| | Sustain: | 11/30/2016 We will continue to evaluate each test to determine its effectiveness. This will be discussed throughout the year and focused on at the end of the year. |
| | Evidence: | 11/30/2016 Data will be provided in Google Drive. |
| Classroom Instruction | | |
| Expecting and monitoring sound instruction in a variety of modes | | |
| Indicator | IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110) | |
| Status | Tasks completed: 0 of 2 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 03/08/2016 |
| | Index: | 6 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Teachers use curriculum guides and work closely with specialists to develop plans and assessments. |
| Plan | Assigned to: | Beverly Overturf-Mayfield |

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| | How it will look when fully met: | Teachers will work with specialists on development of curriculum and common assessments. | |
| | Target Date: | 05/25/2018 | |
| | Tasks: | | |
| | 1. All teachers will use the state standards to guide their instructions and lesson plans. | | |
| | Assigned to: | victoria Mericing | |
| | Added date: | 03/08/2016 | |
| | Target Completion Date: | 05/25/2017 | |
| | Comments: | In the beginning there were not updated state standards for science; however, all subjects have state standards. | |
| | 2. Lesson Plans will reflect state standards. | | |
| | Assigned to: | Victoria Mercing | |
| | Added date: | 03/08/2016 | |
| | Target Completion Date: | 05/25/2017 | |
| | Comments: | | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) | |
| Family Engagement in a School Community | | | |
| Explain and communicate the purpose and practices of the school community | | | |
| Indicator | FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 09/29/2015 | |
| | Evidence: | School Compact is available on the school website Parent Involvement Committee meets and determines the School Compact - this committee includes parents and faculty | |
| Family Engagement in a School Community | | | |
| Educate parents to support their children's learning and teachers to work with parents | | | |
| Indicator | FE08 - Professional development programs for teachers include assistance in working effectively with families.(5502) | | |
| Status | Objective Met 3/13/2017 | | |
| Assessment | Level of Development: | Initial: Limited Development 03/13/2017 | |
| | | Objective Met - 03/13/2017 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | At the beginning of 2016-2017 school year, the leadership team wanted to focus on parent involvement. At the beginning, there were few parents who volunteered. In addition, when parents volunteered there was not an agenda or anything specific for parents to follow. The Watch Dog Dad program had been removed for various issues. The | |

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| | | program did offer a guideline to follow, but it did not involve all types of parents. |
| Plan | Assigned to: | Beverly Overturf-Mayfield |
| | How it will look when fully met: | The PAWS program when implemented will involve all family members and the program gave specific tasks, training for parents, and schedules. |
| | Target Date: | 01/31/2017 |
| | Tasks: | |
| | 1. Create a training manual, a schedule, and a survey for volunteers | |
| | Assigned to: | Ima Greer |
| | Added date: | 03/13/2017 |
| | Target Completion Date: | 12/08/2017 |
| | Comments: | PAWS Program: https://drive.google.com/drive/folders/0BxWwvzx9tF6scUsya2hsU2Y3THM |
| | Task Completed: | 12/08/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/13/2017 |
| | Experience: | 3/13/2017 The PAWS program was created by Mrs. Mayfield and discussed with the leadership team, parents received training, and parents are volunteering several days a week. |
| | Sustain: | 3/13/2017 Schedules will have to be tweaked each year and parent suggestions will be discussed in leadership meetings. |
| | Evidence: | 3/13/2017 - survey results - parent check-in - PAWS forms |

High School: Opportunity to Learn

Ensure content mastery and graduation

| | | | |
|-------------------|---|--|--|
| Indicator | HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541) | | |
| Status | Objective Met 11/30/2016 | | |
| Assessment | Level of Development: | Initial: Limited Development 03/08/2016 | |
| | | Objective Met - 11/30/2016 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

| | | |
|------------------|--|---|
| | Describe current level of development: | Ringgold hosts student cadets, career research projects in 2nd grade (Ms. Lea), Ms. Sparks may have lessons she does with 5th grade. |
| Plan | Assigned to: | Rhonda Redmond |
| | How it will look when fully met: | A career curriculum and fair will provide ALL students with opportunities to learn about different careers. Guest speakers will talk with students about different careers and students will take fields trips to St. Vincent or other businesses/ organizations. |
| | Target Date: | 05/31/2017 |
| | Tasks: | |
| | 1. Teachers and Ms. Sparks will collaborate about a careers unit. | |
| | Assigned to: | Kim Hathcote |
| | Added date: | 03/08/2016 |
| | Target Completion Date: | 12/31/2016 |
| | Comments: | Hathcote and Sparks will come up with a week to do this. Hathcote will report to leadership team, who will then work to develop their grade-level unit. |
| | Task Completed: | 05/25/2016 |
| | 2. Sparks will work with Dischinger to arrange guest speakers, field trips, and a career fair. | |
| | Assigned to: | Rhonda Redmond |
| | Added date: | 03/08/2016 |
| | Target Completion Date: | 05/01/2017 |
| | Frequency: | once a year |
| | Comments: | This can be a really exciting event for students if all members of school and parents work together to make a week-long unit about careers. An aligned curriculum may benefit students and teachers. |
| | Task Completed: | 05/25/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 11/30/2016 |
| | Experience: | 11/30/2016 Ms. Overturf coordinated with police department, ACH, and other emergency crews to host a career day. Kids were able to see a helicopter land, explore police vehicles, and hear about different careers available. |
| | Sustain: | 11/30/2016 We will continue to have a themed career fair each year. |
| | Evidence: | 11/30/2016 Photos available in Google Drive. |