

2018-2019 Ringgold ACSIP PLaN

1. PLAN:

Goal: K-2 will begin implementation of the RISE initiative with full implementation in 2018-2019. 3rd-4th grade will fully implement the RISE initiative by 2019-2020, but will focus this year on building tools and resources to improve student reading.

Objective: Literacy iStation test scores will increase 20% for each tier 2 and tier 3 kid

Current Level of implementation:	No Development	<i>Limited Development</i>
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What will this look like fully implemented?

Fully implemented, K-2 classroom teachers will be following the OG curriculum and state standards that supports the Science of Reading every day and will use every component (with fidelity). Teachers and support staff will implement strategies that focus on fluency and mastery of the foundations skills of phonological awareness and phonics, as well as vocabulary, reading comprehension and fluency. Teachers will use decodable readers instead of leveled readers, teachers will follow the phonics continuum in a multi-sensory approach, and teachers will use phonemic awareness tests to guide their instruction and teach deficiencies using small groups.

Tier 1 kids will receive core curriculum and small group support as needed, Tier 2 will receive the core curriculum and small group intervention from teacher daily. Tier 3 students will receive regular curriculum, small group intervention from teacher, and will receive intervention from the intervention team daily.

1st and 2nd grade Tier 2 and some Tier 3 kids will attend summer school to continue intervention services throughout the summer in order to decrease loss of skills over the break.

Students who are Tier 2 and Tier3 will grow 20% from the beginning of the school year to the end.

What does this currently look like on our campus (include current data)?

Limited training has been given for our K-2 teachers. 3-4 teachers have had no training. Our campus is switching from Balanced Literacy to the Science of Reading due to low test scores (iStation % of kids not core).

Our intervention team, consisting of a literacy interventionist and two literacy support staff members, pull K-4 students for interventions using OG curriculum for K-2 and System 44 and Read Works for 3rd-4th grade.

Current iStation Data:
Dibels:

Beginning:
 26% intensive
 15% strategic
 59% core

End:
 22% intensive
 27% strategic
 51% core

2. DO:

Steps taken to implementation	Person(s) responsible	Due Date	Date Completed
1. Teacher training and follow up trainings (fully trained by October 15th)		August 15th	
2. Purchase Materials		January 18	
3. Kids will be grouped into intervention tiers looking at iStation, Phonics Awareness, and other applicable tests		October 1st-May 24th	
4. Parent communication regarding progress per quarter.		May 24th	
5. The intervention team will work with students daily in small groups in addition to small group instruction with teachers.		Begin by September 4th.	

Resources and Cost of implementation:

Decodable books-\$5,200

Multi-sensory material: sand, play-doh, magnet letters, white boards, pipe cleaner, Magic Screens, Crayons, Gel Boards, LCD writing boards- \$1500

iPads for intervention team (16 total) - \$6550

3. CHECK:

Evidence to be collected:	Results of Data:
iStation	
Dibles	
PAST Test (Phonological Awareness Screening Test)	

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1. PLAN:

Goal: Continuing CKH, we will develop a school-wide incentive program to promote positive behavior. In addition, we will create a teacher of the month program to promote a positive environment with opportunities to be recognized for accomplishments and positivity.

Objective: Have a decrease of 50% write-ups for habitual offenders and a 20% decrease in write-ups for outside the classroom referrals and build relational capacity in the building.

Current Level of implementation:

No Development

Limited Development

What will this look like fully implemented?

Fully implemented, CKH will be used by every single teacher in all aspects of the program. Keeping CKH philosophy in mind, we will have an incentive program each nine weeks to create a more positive, student-led culture. We will recognize student leaders with a pep rally to promote positive behavior. A committee will be formed to decide the guidelines for the incentive organization and work. Also, teachers will have a consequence bank they can pull from for discipline reasons.

In addition, a staff member of the month program will be implemented. The teacher will be spotlighted for leadership qualities and will receive small, free perks.

How will we know when this is fully implemented? Discipline write-ups will decrease, smiling faces and positive relationships will increase, students will be self-regulating, and students will take on leadership roles.

What does this currently look like on our campus (include current data)?

Staff members were given a survey and according to the survey, the implementation of CKH has been inconsistent throughout the building. Most teachers are implementing some parts of the program but not every aspect is implemented.

In addition, many teachers commented on the survey that there are not many options for consequences; the main consequence for students currently is missing recess as there is not much choice/ options for consequences. To address this problem, the CKH committee will create a behavior incentive program, a consequence bank, and a school-wide 4 consequences. We will re-evaluate if the current clip down system used in most classrooms works with CKH.

It was also noted on the survey that there needs to be more recognition of students and staff. One pep rally was done this year with great feedback and a lot of opportunities for recognition of students, but we will add more pep rallies next year. In addition, we will implement a staff member of the month incentive to

give more recognition of leadership in the building.

2. DO:

Steps taken to implementation	Person(s) responsible	Due Date	Date Completed
1. Teacher follow up training for CKH	Mayfield	August	
2. Reflection Session during PD	Mayfield	August	
3. Build a Bank of Consequences	Committee	August	
4. Research various incentives	Leadership/ Brynn	May 2 18	
5. Create a committee for incentive	Mayfield	May 23, 18	
6. Plan incentive/ buy rewards/ organize	Committee	August 18	
7. All PGP goals will have a goal for CKH	Committee	August 18	

Resources and Cost of implementation:

Awards/ Certificates- \$200

Incentive Party/ rewards- \$2100

Paw Prints/ High Fives- \$200

Teacher Rewards- \$ 0

Teacher Parties- \$ 0

Resources: this will be determined once the incentive system is completed.

3. CHECK (How will we know when this has been fully implemented):

Evidence to be collected:	Results of Data:
Discipline Write Ups	
Teacher Feedback	
Create a Self Evaluation for next year	
Kid Survey	
Principal Walk Throughs	
Incentive Participation percentages (focus on repeat offenders).	

2018-2019 Ringgold ACSIP PLaN

1. PLAN:

Goal: Grades K-4 will use the Ready Math to supplement the curriculum map. Teachers will have three days of PD training along with a three day follow-up training. By the end of the year, all teachers will be using the program with fidelity.

Objective: Overall, the math ACT Aspire scores will grow 8% in the first year of implementation.

Current Level of implementation:	<i>No Development</i>	<i>Limited Development</i>
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What will this look like fully implemented?

Fully implemented, teachers will use a gradual-release instructional model with a balance of conceptual understanding and procedural fluency to build confidence and mastery of math standards. In K-2, students will understand the “why” of mathematics in order to use higher-order thinking to solve complex problems in grades 3-4.

In addition, a math instructional facilitator will support teachers and curriculum. The intervention specialist will work with small groups to support gaps in understanding made evident by iReady scores.

What does this currently look like on our campus (include current data)?

Currently, the curriculum is currently teacher-made lessons, using the curriculum map as their guide. FiFi is currently used as an intervention specialist and pulls kids into small group for intervention. We do not currently have our own instructional facilitator assigned to our building.

2. DO:

Steps taken to implementation	Person(s) responsible	Due Date	Date Completed
1. Teacher training (18 hours)		August	
2. 12 follow up hours			
3. Purchase material		July 1	
4. FiFi will select students for remediation and begin intervention by September 1		May 25	
5. Instructional facilitator will be assigned to our building		May 25	

6. Quarterly assessments in iReady will be analyzed for growth and skill gaps		May 25	
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Resources and Cost of implementation:
Material \$7500

3. CHECK:

Evidence to be collected:	Results of Data:
iReady Scores	
ACT Aspire	

Sources:

<https://www.edreports.org/math/ready/index.html>