

Ringgold Elementary School
School Improvement Plan
2019-2020

Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the areas of growth.

Strengths: Based on data from the 2018-2019 iStation data, math demonstrated the greatest increase in students meeting the readiness mark. In Kindergarten there was a 14% increase of students in tier one and first grade increased their tier 1 students with 8% overall. ACT Aspire data has not been released yet; however, 3rd grade increased their tier 1 students by 51% according to iReady and 4th grade increased over 50% in tier 1 according to iReady.

Ringgold has a reputation for caring for each child, often going above and beyond to take care of our students who have needs beyond academics. In addition to being known as a caring school, Ringgold has access to various technology. Almost all grade levels are 1:1 with technology. In addition, teachers have access to STEM items that can enhance curriculum.

Additionally, Ringgold has an intervention team that consists of five interventionists. Students in tier 2 and tier 3 are pulled daily for interventions by the team. Students who received intervention using the Sondag system showed much growth-- Only one student in third grade is in tier 3 and only three are in tier 3 for fourth grade.

Areas of Growth: The main area of growth that needs to be addressed is reading. Currently, there are many students in tier three for intervention and according to iStation the number has not decreased during the first year of RISE implementation. In kindergarten there are 27 kids in tier 3. In first grade, there are 13 kids in tier 3 and 23 in tier 2. In second grade there are 12 kids in tier 3 and 19 in tier 2. It is noted that by second grade there is over a 10% increase in students who are meeting expectations after two years of intervention. iStation data shows that we are demonstrating a need for growth in essential reading skills. iReady data shows that there are 14 students in tier 3 and 15 in tier 2 for third grade. In fourth grade, there are 19 students in tier 3 and 19 in tier 2.

While Ringgold has a strong culture that promotes a safe and respectful place to learn, there is room for improvement in the area of habitual referrals and attendance. For the 2018-2019 school year, Ringgold had more than 160 referrals. but the data has shown a decrease in office referrals over the past couple of years. Additionally, we have experienced chronic absenteeism. According to the attendance data, _____ absences have accrued or we have an attendance rate of _____% this school year, which is an increase from previous years.

Goal 1-

To increase the number of students achieving grade-level benchmark in reading as evidenced through ACT Aspire and iStation, with emphasis on intervention for tier 2 and tier 3 kids. The goal for grade level proficiency is:

Kindergarten: 54% to 64%; average 13 kids/ class

1st grade: 55% to 65%; average 16 kids/ class

2nd grade: 66% to 76% average 19 kids/ class

3rd grade: 69% to 79% (iReady)

4th grade: 52% to 62% (iReady)

***equation for number of students/ class:*

total number of students in grade level X goal percentage / number of teachers per grade level.

What does it look like fully implemented? What is the timeline for full implementation?

Fully Implemented:

- The goal will be fully implemented when data demonstrates a 10% growth in iStation reading scores and a _____% growth in ACT Aspire data. This will accompany growth with our tier 2 and tier 3 students moving into tier 1.

Timeline/ Steps to full implementation:

- 2019-2020 school year, goal could be ongoing with adjustments.
 - 1st Nine Weeks:
 - 3rd and 4th grade will implement RISE
 - 1st-4th grade will give the PAST assessment
 - 1st-4th will take decoding surveys
 - All students will be identified as tier 1, tier 2, and tier 3
 - K-2 will use multiple pieces of data to place tiers
 - 3rd will use iReady assessment
 - 4th will use ACT Aspire
 - Teachers will analyze the data from common formative assessments weekly in PLC.
 - Students in tier 1 and tier 2 will be pulled daily for intervention
 - Students in tier 1 and tier 2 will meet daily in a small group with classroom teacher
 - 3rd and 4th grade will have a new intervention schedule and/ or program
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- 2nd Nine Weeks:
 - Continue pulling students in tier 1 and tier 2 for daily intervention
 - Continue analyzing data from common formative assessments
 - Building Leadership Team will continue meeting and analyzing data while also making any revisions to intervention needed

- 3rd Nine Weeks:
 - Implement revisions to any area of emphasis
 - Administer mid-year iReady and iStation testing
 - Review mid-year data in February and report all growth and/or areas of concern to the staff
 - Continue evaluating common assessment data along with iReady and iStation data.
 - Complete the teacher planning sheet, placing students in tiers

- 4th Nine Weeks
 - Continue evaluating common assessment data.
 - Take end-of-year testing for ACT Aspire, iStation, and iReady
 - Complete the teacher planning sheet, evaluating end-of-year progress

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Teachers who use multiple data
- iStation, iReady, PAST Test, Tier Levels
- Intervention Team and instructional facilitator
- Sonday System
- RISE Training
- Waterford
- Learning Ally

Resources Needed-

- An intervention program for 3rd-4th grade
- Intervention schedule that allows maximum interventions
- tools to implement RISE
- PLC training
- RISE training for 3-4

How will you evaluate the goal?

- The Building Leadership Team will use iReady (3rd and 4th grade) and iStation data to place students in tier 1, 2, and 3 for the beginning, middle, and end of school.
- 3rd and 4th grade will use ACT Aspire data when it is received during the summer.
- Common Formative assessments will be given and PLC teams will evaluate the data on each assessment.

When will you evaluate the progress of the goal?

- iReady and iStation will be evaluated at the beginning, middle, and end-of-year.
- ACT Aspire data will be distributed when it is received during the summer and evaluated during PD during the following school year.
- Monthly PLC meetings

Cost of Implementation?

- RISE Material
- New Intervention Program
- PD for PLC

Goal 2-

To improve the positive culture of the learning environment through positive relational capacity among students and teachers so that all parties are intrinsically motivated to self-regulate behavior and learning, resulting in fewer discipline notices and increased attendance while implementing Capturing Kids' Hearts.

- decrease the number of disciplinary referrals from over 160 to 150.
- Increase student attendance to over 96%

What does it look like fully implemented? What is the timeline for full implementation?

- The number of discipline referrals will be less than 150.
- Attendance rate will exceed 96%

Timeline:

2019-2020 school year, goal could be ongoing with adjustments.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- faculty and staff
- most teachers trained
- Awards ceremony and/ or incentive parties

Resources Needed-

- training for ALL staff
- checklist for implementation with monthly focus

Steps to fully implement

1st Nine Weeks:

- All staff will have been trained in CKH.
- Staff will be given a monthly focus of a CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Norms for hallway, cafeteria, and bathrooms will be posted
- Create a school-wide launch
- Students will receive awards each nine weeks for perfect attendance
- A display of our daily attendance rate will be posted
- Data from discipline referrals will be analyzed each nine weeks

2nd Nine Weeks:

- Monthly focus of CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Students will receive awards each nine weeks for perfect attendance
- A display of our daily attendance rate will be posted
- Data from discipline referrals will be analyzed each nine weeks

3rd Nine Weeks:

- Monthly focus of CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Students will receive awards each nine weeks for perfect attendance
- A display of our daily attendance rate will be posted

- Data from discipline referrals will be analyzed each nine weeks
- Apply to be a showcase school

4th Nine Weeks:

- Monthly focus of CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Students will receive awards each nine weeks for perfect attendance
- A display of our daily attendance rate will be posted
- Data from discipline referrals will be analyzed each nine weeks

How will you evaluate the goal?

- Building Leadership will do a comparative analysis of number of disciplinary referrals.
- Building Leadership will develop a student survey addressing various CKH components.
- Building Leadership will develop a survey and self-reflection survey on various CKH components.
- Building Leadership will evaluate attendance data each nine weeks

When will you evaluate the progress of the goal?

- all data will be evaluated each semester
- all surveys will be evaluated at the end of the year

Cost of Implementation?

- Awards
- Incentives
- Training for ALL staff