

**Catoosa County Public Schools
Ringgold Primary School Improvement Plan
2019-2020**



SCHOOL IMPROVEMENT PLAN

Trends and Patterns

After reviewing and analyzing your Needs Assessment (Profile data), identify 3 or 4 *priority* trends and patterns. These are areas which, if improved, could have a positive impact on student achievement. These will drive the Goals and Action Steps of the Improvement Plan.

	<i>Identify and Summarize the major (priority) trends and patterns observed by your School Improvement Team when analyzing the Profile data.</i>
#1	There has been a steady decline in attendance K-2 for the past few years according to local and state data.
#2	Georgia Milestones ELA/Reading scores of our feeder school show that 76% of students were proficient or above which is below the state average. This directly influences our CCRPI score and public perception of the ability of Ringgold Primary School.
#3	We feel that school climate is an area of concern, even though it has increased somewhat. This affects our CCRPI results, along with communication, parental participation, and student learning. We are also concerned with the high rate of teacher absences.
#4	We feel that it is of vital importance that our parents and community be involved with the school and students on a consistent basis. We have many students who need attention from adults because of work schedules of parents, single parent homes, and foster children.

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

**60% of Kindergarten and 1st grade students missed 6 more days of school last year according to local and state data.
Identified Trend/Pattern**

Root Cause # 1	Lack of interest of parents to make sure students are at school every day.
Root Cause # 2	Illnesses of students due to exposure and/or poor immunity (ages are 8 and under)
Root Cause # 3	Little to no accountability of parents to ensure students are at school.
Root Cause # 4	Parents feel that education at this age is not so important and the child can make up any work that is missed.
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students in K-2 missing 6 days or more will decrease by 3% by May 22, 2020.
Strategic Plan Goal	

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL

The percentage of students in K-2 missing 6 days or more will decrease by 3% by May 22, 2020

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Continue to utilize attendance counselor to monitor attendance, contact parents, and implement rewards system for good attendance.	Salary will be paid through charter funds.	9-1-19	Principal Assistant Principal PBIS Team	Infinite Campus Report Mid-Year Benchmark Assessment
		a. Infinite Campus report b. assessment data		
2. Continue to create and implement a school-wide incentive program for good attendance. Recognize perfect attendance.	School funds PTO Business Partners	9-1-19	Principal Assistant Principal PBIS Team Attendance Counselor	Infinite Campus Report
		a. Infinite Campus Report		
3. Students and staff will be publicly recognized each month for perfect attendance--morning news, newsletters, certificates...Every 9 weeks, those with perfect attendance will be recognized and have lunch with the principals	School Funds PTO Business Partners	9-1-19	PBIS Leadership Team Attendance Counselor	Infinite Campus Report
		a. Infinite Campus b. Photos & Copies of Artifacts		
4. Parents of students with attendance problems will be asked to meet with the assistant principal and receive information on how low attendance affects student learning.	N/A	9-1-19	Administration Leadership Team Attendance Counselor	Infinite Counselor Report
		a. Sign in Sheets b. Infinite Campus reports		
5. Students will keep attendance charting sheets in their data notebooks so they can track their own attendance data.	N/A	9-1-19	Teachers Students	Attendance charting sheets
		a. Student attendance graphs		
6. The school will recruit 25 mentors to work	N/A	9-1-19	Guidance	Sign In Sheets,

<p>closely with students to encourage those who have low attendance and/or high numbers of tardies to be at school. Mentors will build relationships with student so they are supported.</p>		<p>a. Mentor Roster, Sign in Sheets, b. Pictures/Artifacts from students</p>	<p>Counselor, Principals, Business Partners, Teachers</p>	<p>Rosters of Mentors, and Times They Visited with a mentor</p>
<p><i>Subgroup Monitoring: Based on your performance flags, address any subgroup you will be monitoring on this goal. (red or yellow flag)</i></p>				
<p>Economically Disadvantaged</p>		<p>Foster and Homeless</p>		
<p>Bus transportation and breakfast is available at little to no cost to these students. The attendance counselor will contact the family if there are more than 2 tardies in a week to discuss options. The parents will also be put in contact with the school counselor/ social worker as needed.</p>		<p>Bus transportation or vouchers are provided to all McKinney Vento students. Counseling will be utilized as needed.</p>		
<p>English Learners</p>		<p>Migrant</p>		
<p>Race/Ethnicity/Minority</p>		<p>Students with Disabilities</p>		
<p>Students will be encouraged to be present for school every day and rewards will be given for good attendance.</p>		<p>To prevent the spread of germs, surfaces will be disinfected in areas with medically fragile students or students with low immunity.</p>		

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Georgia Milestones ELA/Reading scores of our feeder school has improved but 3rd & 5th grade proficiency is below the state average. This directly affects our CCRPI score and public perception of the ability of Ringgold Primary School students.	
Root Cause # 1	High student absentee rates
Root Cause # 2	Fidelity with interventions
Root Cause # 3	Need for common grading, pacing, and common formative assessments
Root Cause # 4	Need for vertical alignment between grade levels as well as schools
Root Cause # 5	
S.M.A.R.T GOAL	Reading benchmark scores at or above grade level will increase by 15% between the fall and spring tests in order to better prepare students for 3rd grade.
Strategic Plan Goal	

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL

Reading benchmark scores at or above grade level will increase by 15% between fall and spring tests i order to better prepare students for 3rd grade.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Continue our common planning time daily for each grade level in which at least one day is devoted to evaluating assessment data.	N/A	a. 9-1-19	Leadership Team	Schedules, agendas, sign in sheets
		b. schedules, agendas sign-in sheets		
2. Continue vertical panning at least once a year between all grade levels including RES grade 3 to review data and needs.	N/A	a.9-1-19	Academic Coach	Benchmarks, Progress Monitoring and at risk master list
		b. agendas, sign-in sheets		
3. Follow the updated CCPS RTI/SST process using the same interventions across grade levels: Lexia, Reading Works, Max Scholar, and Edmark depending on the learning need of the student.	School and District Funds	a. 9-1-19	Academic Coach	Benchmarks, progress monitoring and at risk master list
		b. Benchmarks, progress monitoring and student data master list		
4. Continue to use a daily separate intervention (WIN) time for all levels	N/A	a. 9-1-19	Leadership Team	Copy of schedule and undated at-risk master list
		a. Copy of schedule and student data master list		
5. PLC Meetings where unit plans are developed for essentials ELA standards	N/A	a. 9-1-19	Principal Teachers	Common formative assessment samples and at-risk master list
		b. Common formative assessments and student master list		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	Max Scholar, Edmark, and Lexia for Tier 4 student interventions

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Georgia Milestones Math scores of or feeder school were below the state and district average in 5th grade. This directly affects our CCRPI score and public perception of the ability of Ringgold Primary.	
Root Cause # 1	High student absentee rates
Root Cause # 2	Fidelity with interventions
Root Cause # 3	Need for common grading, pacing, and common formative assessments
Root Cause # 4	Need for vertical alignment between grade levels as well as schools
Root Cause # 5	
S.M.A.R.T GOAL	Math benchmark scores at or above grade level will increase by 15% between fall and spring tests in order to better prepare students for 3rd grade.
Strategic Plan Goal	

3.2 Identified Trend/Pattern #3

S.M.A.R.T GOAL

Math benchmark scores at or above grade level will increase by 15% between fall and spring tests in order to better prepare students for 3rd grade.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1.Continue to utilize a common planning time daily for each grade level in which at least one day is devoted to evaluating assessment data.	N/A	a. 9-1-19		
		b. schedules, agendas sign-in sheets		
2. Devote one day per week in each grade to develop common formative assessments	N/A	a. 9-1-19		
		b. agendas, sign-in sheets		
3.Continue to use updated CCPS RTI/SST process using the same interventions across grade levels	School and District Funds	a. 9-1-19		
		b. Benchmarks, progress monitoring and student data master list		
4.PLC's will meet regularly to plan units for essential standards in Math	N/A	a. 9-1-19		
		b. Copy of schedule and student data master list		
5.		a. 9-1-19		
		b. Common formative assessments and student master list		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	Dreambox for tier 4 student interventions

SCHOOL IMPROVEMENT PLAN

4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	
Strategic Plan Goal	

4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities