

## Ringgold Elementary 2020-2021

### Improvement Plan

---

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

---

Strengths: Based on 2018-2019 ACT Aspire data, math demonstrated the greatest increase in students meeting the readiness mark. It was our strongest academic area for the majority of Ringgold's third and fourth grade students.

Based on data from the ACT Aspire 2018-19 assessments, English and math demonstrated the greatest number of students achieving the Readiness Benchmark in both 3<sup>rd</sup> and 4<sup>th</sup> grade levels. English demonstrated the highest achievement rate with 69% for 3<sup>rd</sup> grade and 73% for 4<sup>th</sup> grade. Both grade levels ranked higher than the state levels. Math was the second area of strength in Readiness Benchmark with 3<sup>rd</sup> grade demonstrated an achievement rate with 67% for 3<sup>rd</sup> grade and 57% for 4<sup>th</sup> grade. Even though this was a slight decline in achievement level for 4<sup>th</sup> grade from the previous year, both 3<sup>rd</sup> and 4<sup>th</sup> grade ranked higher than the state respectively. Mid-year IReady and IStation assessment data for Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade also showed more students met the readiness mark in math than they did in reading.

Ringgold places a strong emphasis on digital learning and has access to various technology platforms. Almost all grade levels are 1:1 with technology. In addition, teachers have access to STEM items that can enhance curriculum as well as training with the district technology facilitator.

Ringgold Elementary is known as a caring and nurturing school. The staff shows students they are loved and strive to meet the needs of the whole child. A recent example of this is Ringgold being recognized as a Capturing Kids Hearts National Showcase School.

Areas of Growth: Based on 2018-2019 ACT Aspire data, reading was our weakest academic area. In reviewing the 2018-19 ACT Aspire scores data, it showed that a large percentage of students are not reading on grade level. Mid-year IReady

assessments showed students in Kindergarten, 1<sup>st</sup> grade and 2<sup>nd</sup> grade were not reading on grade level. This data showed approximately 40% of kindergarten, 42% of 1<sup>st</sup> grade and 33% of second grade were reading on or above grade level.

Also, 2018-2019 attendance records showed that student attendance, especially in the area of tardiness, was an area in need of growth.

---

Goal 1- Literacy Plan - Ringgold Elementary students will improve their literacy skills, as evidenced by state and/or district required assessments. Of 3<sup>rd</sup> and 4<sup>th</sup> students, an increase of 15% of the students will move from close to meets and 10% of the students will move from meets to exceeds.

---

#### Action Steps for Implementation-

1. Provide training and implementation of R.I.S.E. in Kindergarten through 4<sup>th</sup> grade.
2. Provide specific interventions to address student deficit areas.
3. Provide timely and consistent instruction to students not achieving learning targets.
4. Use technology resources to reinforce essential standards.
5. Provide training to teachers in the following programs that will support student achievement: The Sonday, Wilson Foundations, and Empowering Writers, that will support student achievement.
6. Analyze student data and make instructional decisions through Professional Learning Communities.
7. Use Professional Learning Communities to development common formative assessments for all grade levels.
8. Conduct needs assessment survey to parents to help fill the gap between home and school learning.
9. Conduct parent engagement nights to show families on how to support and improve their child's learning in literacy.
10. Provide training for K-4 teachers to best utilize NWEA reports to drive instruction.

---

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

---

Resources already Available-

1. Intervention time of 60 minutes in each grade level to fill gaps from previous grade level standards
2. Weekly 40 minutes grade level PLC block of time built into schedule
3. After School Tutoring program in during 3<sup>rd</sup> nine weeks
4. Reading Aides in building.
5. Technology Aide in building
6. Intervention Specialist in building certified in dyslexia.
7. Instructional facilitator in building to assist teachers
8. Curriculum proficiency maps for literacy developed and reviewed quarterly by teachers and Instructional facilitator
9. NWEA
10. Teachers trained in Empowering Writers
11. Parent nights to help parents with methods on how to reinforce literacy at home.
12. Waterford software for Kindergarten, 1st and 2nd grades.
13. Wilson Foundations materials for Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades to support the implementation of RISE.

Resources Needed-

1. RISE training and implementation for all grade levels
2. Professional Development for Building Leadership Team through Solution Tree

3. Additional training for teachers and staff in reading and phonics including Sonday System for dyslexia.
4. Intervention program to bridge gaps between grade levels
5. Learning Alley: Audio Books for Dyslexia and Learning Disabilities.
6. Digital Reading for Students.

#### Steps to fully implement-

1. Professional development for teachers in needed areas including R.I.S.E and Professional Learning Communities
2. Identify essential standards for literacy in all grades
3. Development and implement Common Formative Assessments for literacy in all grades
4. Develop Rubric for CFA's for all grades to measure student's understanding
5. Review and evaluate goals for intervention and enrichment programs

#### When will you evaluate the goal?

1. Through weekly PLC meetings review Common Formative Assessment data, NWEA data and ACT Aspire interim data.

#### When will you evaluate the progress of the goal?

1. Weekly for common formative assessment data. As soon as data becomes available for NWEA and ACT Aspire.

#### Cost of Implementation

1. Intervention program – Learning Alley and Epic - \$8,000
2. Resources to support RISE and dyslexia training-\$8,000
3. After School Tutoring (salaries and supplies)-\$4,000
4. Supplies and training to strengthen parent engagement -\$2,500
5. Waterford software program yearly renewal and training - \$12,000

---

Goal 2- Attendance Plan - Ringgold Elementary students will improve their attendance, including decreasing their tardiness, as evidence by the state ESCHOOL and Cognos data. Goal is for students to decrease tardiness by 10% from one nine weeks to the next nine weeks and decrease absences by 5% from one nine weeks to the next nine weeks.

---

#### Action Steps for Implementation-

1. School Counselor will develop lessons to emphasis the importance of attendance and promptness to school.
2. Teachers will display attendance charts, including tardiness, to track student attendance and tardiness.
3. Students will keep attendance journals, including tardiness, in hopes to show relationship of it to student achievement.
4. Teachers will develop incentive programs for students to encourage improvement in attendance including tardiness.
5. All staff will be involved with writing positive and encouraging notes to students who have improve their attendance and/or tardiness.
6. Any parent nights will include current and upcoming incentive programs being conducted to help improve student attendance and reduce tardiness.

---

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

---

### Resources already Available-

1. Cognos and Eschool reports for each grade level to show student attendance and tardiness.
2. Parent nights to help educate parents on how to improve student achievement.

### Resources Needed-

1. Attendance charts for teachers to attendance charts, including tardiness, to track student attendance and tardiness.
2. Journals for students to record their attendance and tardiness.
3. Supplies and materials for incentive programs for students to encourage improvement in attendance including tardiness.
4. Materials for staff to write notes of praise and encouragement to students with improved attendance and/or tardiness.
5. Materials for parents to show relationship between attendance and tardiness to student growth and achievement.

### Steps to fully implement-

1. Assist students to see the comparison of attendance and tardiness to academic success.
2. Help teachers to develop initiatives to improve student attendance and tardiness.
3. Communicate to parents through monthly newsletters the importance of good attendance and promptness to school.

### How will you evaluate the goal?

1. Analyze student attendance and tardiness as reported in the state mandated reporting system.

When will you evaluate the progress of the goal?

1. Reports will be reviewed at the beginning of each month for the previous month(s) in PLC grade level meetings as well as in PLC building leadership meetings.
2. Chart will be displayed in common area showing results of monthly attendance and tardiness.

Cost of Implementation?

1. Cost of journals for students to record attendance and tardiness as well as their academic progress - \$1000.
2. Cost of materials for teachers for charts, graphs, etc. - \$500
3. Cost of student incentives - \$1500
4. Materials for parent engagement-\$500