

Catoosa County Public Schools



# Ringgold Primary School

## 2022-23 Schoolwide Improvement Plan



## 22-23 School Improvement Implementation Plan

Using the profile/dashboard provided for your school, have your school improvement team analyze the data provided. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between in grade level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

### Trends and Patterns

After reviewing and analyzing your Needs Assessment (Profile/Dashboard 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.

	<b><i>Identify and Summarize the major (priority) trends and patterns observed by your School Improvement Team when analyzing the Profile/Dashboard data.</i></b>
#1	There has been a steady decline in attendance K-2 for the past few years according to local and state data. 59.2% of K-2 students had 6 or more absences in the 21-22 school year.
#2	According to Spring 2022 MAP data, the end of year proficiency in Reading was 81.6%. This is an increase of 4.3 % when compared to Spring 2021 data in which K-2 reading proficiency was 77.3%
#3	According to Spring 2022 MAP data, the end of year proficiency in Math was 79%. There was not an increase or decrease in math proficiency when compared to Spring 2021 data in which K-2 math proficiency was 79%.

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### Identified Trend/Pattern #1:

There has been a steady decline in attendance K-2 for the past few years according to local and state data. 60% of K-2 students had 6 or more absences in the 21-22 school year.

Root Cause #1	Lack of urgency from 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) Also, the pandemic of COVID has played a role in these absences and quarantines.
S.M.A.R.T. Goal	The percentage of students in K-2 missing 6 days or more will decrease by 10% by May 26, 2023.

\*Add additional Root Causes as needed.

### Strategic Goal #1:

The percentage of students in K-2 missing 6 days or more will decrease by 10% by May 26, 2023.

#### Action Step #1

Describe Action Step #1	Continue to utilize an attendance counselor to monitor attendance, contact parents, and prepare CART referrals
Funding Source	Salary will be paid through charter funds.
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023
Process for Monitoring	Infinite Campus report, assessment data



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Position/Role Responsible	Attendance Counselor, Principal, & Assistant Principal
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### Action Step #2

Describe Action Step #1	Parents of students with attendance problems will be asked to meet with the assistant principal and attendance counselor to receive information on how low attendance affects student learning. Communication regarding attendance policy shared in the monthly newsletter & class dojo.
Funding Source	No Funding Needed
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023
Process for Monitoring	Attendance Contracts
Position/Role Responsible	Assistant Principal Attendance Counselor

\*Add additional action steps as needed.

### Identified Trend/Pattern #2:

According to MAP data, RPS school-wide proficiency the end of year proficiency in Reading was 81.6%
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Root Cause #1	Lack of re-engagement on core grade level standards not mastered - Tier 2
Root Cause #2	Vertical alignment between grade levels and rigor needs to be strengthened.
S.M.A.R.T. Goal	Reading benchmark scores at or above grade level will increase by 3% when compared to Spring 22 & Spring 23 proficiency data.

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\*Add additional Root Causes as needed.

### Strategic Goal #2:

Reading benchmark scores at or above grade level will increase by 3% when compared to Spring 22 & Spring 23 proficiency data.

#### Action Step #1

Describe Action Step #1	Continue common planning time weekly for teachers to receive professional development opportunities, analyze CFA, MAP, and SMART Goal data.
Funding Source	Professional Learning Funds
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023
Process for Monitoring	Common formative assessment and MAP data. ASIT findings
Position/Role Responsible	Administration, Academic Coach, and Teachers

#### Action Step #2

Describe Action Step #1	Embed designated re-engagement time within the core to address grade level standards not mastered (Tier 2)
Funding Source	No funding needed
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023

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Process for Monitoring	Master Schedule, common formative assessment and MAP data. ASIT findings
Position/Role Responsible	Administration, Academic Coach, and Teachers

### Action Step #3

Describe Action Step #1	Implement a FAST program to increase parent engagement and develop a deeper understanding of MAP data. Implement group and individual conferences with parents
Funding Source	Title 1 Funds
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023
Process for Monitoring	Meeting minutes and sign in sheets
Position/Role Responsible	Administration, Academic Coach, Parent Involvement Coordinator, and Teachers

### Action Step #4

Describe Action Step #1	Utilize a Reading Media Assistant to support students and media specialists in the library. The position will assist students with book selections and reading goals.
Funding Source	Title 1 Funds
Targeted Subgroup(s)	All K-2 students, including the subgroups of students with disabilities and economically disadvantaged
Timeline for Implementation	9-1-22 to 5-26-2023



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Process for Monitoring	Common formative assessment and MAP data. ASIT findings
Position/Role Responsible	Administration, Reading Media Assistant

\*Add additional action steps as needed.

### Identified Trend/Pattern #3:

According to MAP data, RPS school-wide proficiency at the end of the 21-22 school year was 79%

Root Cause #1	Lack of re-engagement on core grade level standards not mastered - Tier 2
Root Cause #2	Vertical alignment between grade levels and rigor needs to be strengthened.
S.M.A.R.T. Goal	Math benchmark scores at or above grade level will increase by 3% when compared to Spring 22 & Spring 23 proficiency data.

### Strategic Goal #3:

Math benchmark scores at or above grade level will increase by 3% when compared to Spring 22 & Spring 23 proficiency data.

#### Action Step #1

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Process for Monitoring	Common formative assessment and MAP data. ASIT findings
Position/Role Responsible	Administration, Academic Coach, Parent Involvement Coordinator and Teachers

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Position/Role Responsible	Administration, Academic Coach, Parent Involvement Coordinator and Teachers

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