

RINGGOLD MS

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TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Ringgold School District Vision: Preparing the leaders of tomorrow, one student at a time. Ringgold School District Mission: The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

STEERING COMMITTEE

Name	Position	Building/Group
Timothy McKay	Principal	Ringgold Middle School
Shannon Crombie	District Level Leaders	Ringgold School District
Randall Skrinjorich	Chief School Administrator	Ringgold School District
Joshua Nicklow	Teacher	Ringgold School District
Sherry Black	District Level Leaders	Ringgold School District
Thomas Grierson	District Level Leaders	Ringgold School District
Chrsitine Cox	Parent	School Parent
Alexis Trubiani	Parent	School Parent
Jamie Vavases	Community Member	RSD Community Member
Stacy Wills	Paraprofessional	Ringgol School District
Erica Genchur	Teacher	RMS Special Education Teacher

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Improve student performance on state assessments.	English Language Arts
Attendance is a necessary condition for learning.	Regular Attendance
Improve student performance on state assessments.	Mathematics
Through PBIS training, the RMS team will incorporate Leader in Me into the PBIS framework and lead implementation for staff and students.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Reading Intervention	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Intervention	By incorporating reading intervention in ELA courses, 80% of the Ringgold Middle School Students will be reading at grade level by the end of the 2023-2024 academic year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.	2023-08-28 - 2024-06-05	Building administrators	Literacy strategies designed to enhance literacy development in various content areas.

Anticipated Outcome

By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in literacy instruction in ELA and social studies.

Monitoring/Evaluation

On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.

Evidence-based Strategy

PBIS / Lighthouse Team

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Leader in Me / PBIS

RMS will participate in professional development for design of a PBIS framework that includes the Leader in Me language. The PBIS/Lighthouse Team and staff will introduce and implement the expectations for students in all areas of the school building, resulting in a decrease in discipline referrals.

Attendance

90% of students will meet regular attendance goal

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students.

2023-08-28 -
2024-06-05Building
principal and
PBIS trainerTeacher coverage during
training days**Anticipated Outcome**

Increase in student attendance and decrease in discipline referrals.

Monitoring/Evaluation

Student attendance data review - monthly Discipline data review - monthly

Evidence-based Strategy

Math Instructional Practices

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Growth

All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.

2023-08-28 -
2024-06-05

Curriculum Specialist
Building administrators

Curriculum Specialist

Anticipated Outcome

By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in mathematics instruction.

Monitoring/Evaluation

On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By incorporating reading intervention in ELA courses, 80% of the Ringgold Middle School Students will be reading at grade level by the end of the 2023-2024 academic year. (ELA Intervention)	Reading Intervention	Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.	08/28/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>90% of students will meet regular attendance goal (Attendance)</p> <p>RMS will participate in professional development for design of a PBIS framework that includes the Leader in Me language. The PBIS/Lighthouse Team and staff will introduce and implement the expectations for students in all areas of the school building, resulting in a decrease in discipline referrals. (Leader in Me / PBIS)</p>	<p>PBIS / Lighthouse Team</p>	<p>PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students.</p>	<p>08/28/2023 - 06/05/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics. (Math Growth)	Math Instructional Practices	Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.	08/28/2023 - 06/05/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups met the standard for academic growth as to ELA.

The subgroup of students with disabilities met the standard for academic growth for Math.

Increased benchmark checking for yearly artifact collection.

Improved reporting system for student artifact tracking.

Grade level academic learning communities (teams) allow for enhanced awareness of and responsiveness to individual student needs within the regular education classroom.

Align curricular materials and lesson plans to the PA Standards.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Improved lesson plan review around proper standard, goal, and assessment alignment.

Increased standards-based professional development with

Challenges

ELA Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged

Math Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged

Growth in math and science for the All Student Group and Students Considered Economically Disadvantaged

Regular attendance for all student groups.

Career standards benchmark for all student groups.

Integrating career artifact collection in the classroom.

Regular attendance for each student group is about 10% lower than the all student group.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Strengths

ongoing administrative support.

Improved lesson plan review around proper standard, goal, and assessment alignment.

Increased standards-based professional development with ongoing administrative support.

Improved lesson plan review around proper standard, goal, and assessment alignment.

Increased standards-based professional development with ongoing administrative support.

Challenges

Provide frequent, timely, and systematic feedback and support on instructional practices.

Identify and address individual student learning needs.

Addressing learning gaps student may have from prior year(s).

Effective support for students with disabilities in the regular education classroom.

Addressing learning gaps student may have from prior year(s).

Effective support for students with disabilities in the regular education classroom.

Addressing learning gaps student may have from prior year(s).

Effective support for students with disabilities in the regular education classroom.

Most Notable Observations/Patterns

*Many students are reaching the Middle School level in need of intensive ELA support which impacts their course work in every class. *If students are not in attendance, they cannot learn.

Challenges	Discussion Point	Priority for Planning
<p>ELA Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged</p>	<p>Instructional practices will be a focus for ELA.</p>	✓
<p>Math Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged</p>	<p>Instructional practices will be a focus for Mathematics.</p>	✓
<p>Regular attendance for all student groups.</p>	<p>Students feel a lack of connection to their school and to learning. Remote learning options will continue to provide challenges.</p>	✓
<p>Provide frequent, timely, and systematic feedback and support on instructional practices.</p>	<p>Instructional practices will be a focus for ELA and Mathematics.</p>	
<p>Regular attendance for each student group is about 10% lower than the all student group.</p>		
<p>Implement an evidence-based system of schoolwide positive behavior interventions and supports.</p>	<p>Staff will undergo additional training for PBIS and develop a plan to incorporate Leader in me through the PBIS framework.</p>	✓

ADDENDUM B: ACTION PLAN

Action Plan: Reading Intervention

Action Steps	Anticipated Start/Completion Date
Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.	08/28/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.	By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in literacy instruction in ELA and social studies.

Material/Resources/Supports Needed	PD Step
Literacy strategies designed to enhance literacy development in various content areas.	yes



Action Plan: PBIS / Lighthouse Team

Action Steps	Anticipated Start/Completion Date
PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students.	08/28/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Student attendance data review - monthly Discipline data review - monthly	Increase in student attendance and decrease in discipline referrals.

Material/Resources/Supports Needed	PD Step
Teacher coverage during training days	yes

Action Plan: Math Instructional Practices

Action Steps	Anticipated Start/Completion Date
Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.	08/28/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.	By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in mathematics instruction.

Material/Resources/Supports Needed	PD Step
Curriculum Specialist	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By incorporating reading intervention in ELA courses, 80% of the Ringgold Middle School Students will be reading at grade level by the end of the 2023-2024 academic year. (ELA Intervention)</p>	<p>Reading Intervention</p>	<p>Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.</p>	<p>08/28/2023 - 06/05/2024</p>
<p>90% of students will meet regular attendance goal (Attendance)</p> <p>RMS will participate in professional development for design of a PBIS framework that includes the Leader in Me language. The PBIS/Lighthouse Team and staff will introduce and implement the expectations for students in all areas of the school building, resulting in a decrease in discipline referrals. (Leader in Me / PBIS)</p>	<p>PBIS / Lighthouse Team</p>	<p>PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead</p>	<p>08/28/2023 - 06/05/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		implementation within the building, to enhance sense of personal responsibility & accountability among students.	
All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics. (Math Growth)	Math Instructional Practices	Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.	08/28/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Leader in Me Implementation	RMS Staff	PBIS Training and Incorporation of Leader in Me through grade level team lessons

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation in professional development by PBIS/Lighthouse Team and Lesson Plans	08/28/2023 - 06/05/2024	PBIS trainer and Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Reading Intervention	RMS Staff - ELA and Social Studies including special education teachers	Instructional strategies related to reading, reading comprehension, and writing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans and observations	08/28/2023 - 06/05/2024	Building administration & Curriculum specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Professional Development Step

Audience

Topics of Prof. Dev

Math Instructional Practices

RMS Staff - Mathematics teachers and special education teachers

Instructional strategies related to the standards for mathematical practice, closing learning gaps, and using data to inform instruction

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Lesson plans and observations

08/28/2023 - 06/05/2024

Building administration & Curriculum specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be posted for 30 days prior to Board Approval.	Plan Review	Web Based	All district stakeholders	30 days
The plan will be shared with board members prior to approval.	Plan Review	Board Packet	School Board Members	May 2023
Final, approved plan will be posted online	Final version of plan shared with stakeholders	Website	All stakeholders	June 2023
Principals will share the plan with professional staff in August 2023.	Building goals for 2023-2024	Department and whole group meetings	Professional Staff	August and September 2023; data review monthly
