

TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM		
School Name: Ringgold Elementary		District Name: Catoosa County
Principal Name: Kim Erwin		School Year: 2018-2019
School Mailing Address: 322 Evitt Lane, Ringgold, GA 30736		
Telephone: 706-935-2912		
District Title I Director/Coordinator Name: Gina Haynes		
District Title I Director/Coordinator Mailing Address: 307 Cleveland Street Ringgold, GA 30736		
Email Address: ghaynes@catoosa.k12.ga.us		
Telephone: 706-965-6067		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:		

Catoosa County Public School
Title 1 Schoolwide/School Improvement Plan

1. What evidenced based practices are in place to ensure the increasing quality of the district and school staff's knowledge and skills?

Response:

Ringgold Elementary staff is a Professional Learning Community. Staff members are grouped within like grade/content or skills-based teams called Power Teams. These teams meet twice weekly to review the essential standards of their teaching focus, create common formative assessments, review assessments results, discuss students' data, determine students' intervention needs, review results of interventions, meet with administrators and parents to discuss student progress, redesign lessons, etc. Some of the groups meet once weekly while others meet less frequently, depending on their art of teaching (PE, Music, Media, etc.). These power team meetings help staff to learn and grow as professionals.

Ringgold Elementary School staff as well as the rest of the district employees are provided with a plethora of learning opportunities. Effective Reading Instruction, Essential Standards Training, Math cohorts, are just a few of the workshops offered for ongoing learning for teachers. An Instructional Fair is also held within our district for the elementary level and one for the secondary level. In this fair, presenters are teachers from within the district from most of the schools. This format gives the teachers the opportunity to learn from each other and to have time to not only share with each other but also to make the professional networks across the district.

2. What processes are in place to ensure that effective collaboration is occurring in your school to advance student achievement?

Response:

In addition to the processes described in question #1 (Power Teams and the district-wide Instructional Fair), staff meet monthly for Faculty Meeting for one hour. During this meeting, professional learning is a focus. The school's academic coach frequently leads the learning sessions with collaboration as a must within the learning rounds. The school's interventionists, 504 coordinator, PBIS team, Leadership Team, or Grade Level chairs also lead sessions during this monthly meeting. Regardless of the content of focus, staff collaboration is a required component of the meeting.

Staff also collaborate during parent conferences, grade level meetings, preparation for family nights, and during content specific meetings. All of the formats for staff collaboration are centered around improving student achievement.

Catoosa County Public School
Title 1 Schoolwide/School Improvement Plan

3. What professional learning will be provided for the teachers in the content, pedagogy, supports, and interventions, and leadership?

Response: We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . .

- Teacher and paraprofessionals will take part in training with the CCRPI process and the impact on student learning.
- Academic Coach will model Math and Reading Workshop and all grade levels will participate in “Lesson Study” with the coach to support their implementation of Math and Reading Workshop
- Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments.
- Academic Coach will attend RESA trainings in the areas of Math, Science and Social Studies and will redeliver to staff.
- Continued use of data teams in each grade level.
- On-going training in the use of technology in the classroom. Selected staff will attend the Google Southern Summit in Fayetteville, GA.
- A select team will attend The PLC @ Work Institute in Atlanta in November.
- Teachers will receive training on the use of the intervention programs Lexia, Symphony and Ascend.
- The Parent Involvement Coordinator in cooperation with school administration, Academic Coach and classroom teachers will provide Content based Activity Nights/ Activities for parents that support parents in knowing how to support their child at home in the content areas.

4. What processes are in place to ensure the support of families and communities feel welcomed at your school?

Response:

Ringgold Elementary School is blessed to have a large group of business partners who not only donate money and goods to our school but also their time. Many of these partners now have or have had students in our school which makes their partnership with us more personal. They are eager to help and are easily accessible, if needed.

The Family Nights held throughout the year are purposeful for not only sharing with parents their students’ current progress but also a great tool for building

4. What processes are in place to ensure the support of families and communities feel welcomed at your school?

stronger relationships between school and home. One local grocery store sponsors Math Night; parents and students meet at the store and go around the store completing a grocery shopping math activity. Parents and students comment every year that this is their favorite night because of the interaction between student and parent.

Other processes established at Ringgold Elementary School which are conducive to making families and communities feel welcomed include Grandparents Day, Thanksgiving Lunch, Christmas Lunch, awards assemblies, Field Days, parent volunteers, chorus concerts/plays, dance recitals, talent show, cross-country and track meets, afterschool care, instructional extension tutoring, PTO sponsored events, etc. There is much communication and sharing of pictures, events, and overall information about our school happenings. All of these processes help to build the relationship between school, home, and the community.

Title 1 Funds

Please check the activities that the school may include in its detailed program budgets for Title 1.

Curriculum for additional interventions	<input checked="" type="checkbox"/>
Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/>
Supplemental curriculum	<input type="checkbox"/>
Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/>
Progress monitoring	<input checked="" type="checkbox"/>
Mid-year review process with each school	<input type="checkbox"/>
Online programs	<input type="checkbox"/>
Blended learning	<input type="checkbox"/>
Data and evaluation team	<input checked="" type="checkbox"/>
Early warning systems	<input type="checkbox"/>
College and career readiness preparation	<input type="checkbox"/>
Preschool	<input type="checkbox"/>
Full-day kindergarten	<input type="checkbox"/>
Instructional materials	<input checked="" type="checkbox"/>
Positive Behavioral Intervention and Supports (PBIS)	<input checked="" type="checkbox"/>
Extended Instructional time during the school year	<input type="checkbox"/>
Instructional interventionist	<input checked="" type="checkbox"/>
Behavior specialist	<input type="checkbox"/>
Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/>
Instructional coaches	<input checked="" type="checkbox"/>
Supplemental tutoring	<input type="checkbox"/>
Preschool supports	<input type="checkbox"/>
Technology	<input checked="" type="checkbox"/>
Summer school	<input type="checkbox"/>
Job-embedded professional learning	<input checked="" type="checkbox"/>
Dual-concurrent enrollment programs/courses	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/>
Career and technical education programs	<input type="checkbox"/>
Credit recovery and acceleration	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Supportive Learning Environment (Choose all that apply.)

Creating a culture of high expectations	<input checked="" type="checkbox"/>
School improvement (restructuring, reform, transformation, planning & design)	<input checked="" type="checkbox"/>
Bullying Prevention	<input type="checkbox"/>
Home school liaison	<input type="checkbox"/>
Home visit programs	<input type="checkbox"/>
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input checked="" type="checkbox"/>
Parent, family, and community engagement	<input checked="" type="checkbox"/>
Family surveys	<input checked="" type="checkbox"/>
Restorative justice programs	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/>
Building Parent Capacity	<input checked="" type="checkbox"/>
Building School Staff Capacity	<input checked="" type="checkbox"/>
Continuous communication and meaning consultation with parents and family members	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Family and Community Engagement (Choose all that apply.)

Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/>
Dropout prevention and student re-engagement	<input type="checkbox"/>
Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)	<input type="checkbox"/>
Family literacy	<input type="checkbox"/>
College and career awareness preparation	<input type="checkbox"/>
Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/>
Services to facilitate transition from preschool	<input type="checkbox"/>
Support for children and youth experiencing homelessness	<input type="checkbox"/>
Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.)	<input type="checkbox"/>
Internet safety	<input checked="" type="checkbox"/>
Community liaison	<input type="checkbox"/>
Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/>
Welcome center/community school centers	<input type="checkbox"/>
Child care for parent engagement events	<input type="checkbox"/>
Back-to-school kick-off	<input checked="" type="checkbox"/>
PD for family engagement liaisons	<input type="checkbox"/>
Homeless liaison	<input type="checkbox"/>

Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Career and technical education (CTE) programs	<input type="checkbox"/>
Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Professional capacity (Choose all that apply.)

Differentiated, job-embedded professional learning opportunities	<input checked="" type="checkbox"/>
Provided by school or district staff	<input type="checkbox"/>
Recruit and retain effective educators	<input checked="" type="checkbox"/>
Teacher advancement initiatives	<input checked="" type="checkbox"/>
Improvement of teacher induction program(s)	<input checked="" type="checkbox"/>
Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/>
Curriculum specialists	<input checked="" type="checkbox"/>
Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/>
Preparing and supporting experienced teachers to serve as mentors	<input checked="" type="checkbox"/>
Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Effective Leadership (Choose all that apply.)

Leadership Development	<input checked="" type="checkbox"/>
Improvement Planning Development	<input type="checkbox"/>
Safety and Security Training	<input checked="" type="checkbox"/>
Training for monitoring and evaluating interventions	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Catoosa County Public Schools

Title 1 Schoolwide/School Improvement Plan

Each of the items listed below are required for the completion of the CCPS Title 1 Schoolwide plan.

- _____ 1. Front cover signature page
- _____ 2. Planning committee meeting signature page
- _____ 3. Professional Learning Documentation Question
- _____ 4. Plan for assisting students from Pre-school, Elementary
Middle school, and High School
- _____ 5. Title 1 Funds check list sheet
- _____ 6. Schedule showing an intervention time is provided for
students.
- _____ 7. School Profile

- _____ 8. School Improvement Plan

SIGNATURE

DATE

Data used for School Comprehensive Needs Assessment may include the following: Georgia Milestones, STAR Reading & Math, easyCBM, Symphony Math, Reading Plus, Ascend, Common Formative Assessments, Lexia, Parent Surveys, Climate surveys, and CCRPI.