



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Ringgold Elementary		District Name: Catoosa County
Principal Name: Kim Erwin		School Year: 2016-2017
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		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 4/29/2016	Revision Date:	Revision Date:

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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Deanna Baker		ELA/Social Studies Representative
Tonya Bearden		ELA/Social Studies Representative
Rachel Cobb		School Counselor
Jeanne Dixon		Special Education Representative
Kim Erwin		Principal
Tami Fava		Math/Science Representative
Sandi Gibson		Special Education Representative
Michelle Hope		ELA/Social Studies Representative
Joel King		Parent Representative
Braden Moreland		Assistant Principal
Myra Robbins		Academic Coach
Alicia Webb		ELA/Social Studies Representative
Laura Whitely		Math/Science Representative
Brandi Womack		Math/Science Representative
Charlie Minor		School Council Representative

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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Kim Erwin, Braden Moreland, Myra Robbins, Deanna Baker, Tami Fava, Alicia Webb, Tonya Bearden, Laura Whitely, Brandi Womack, Michelle Hope, Jeanne Dixon, Sandi Gibson, Rachel Cobb, Joel King and Charlie Minor. The ways they were involved include:

Kim Erwin	Principal
Braden Moreland	Assistant Principal
Tami Fava	Math/Science Representative
Alicia Webb	ELA/Social Studies Representative
Tonya Bearden	ELA/Social Studies Representative
Laura Whitely	Math/Science Representative
Brandi Womack	Math/Science Representative
Michelle Hope	ELA/Social Studies Representative
Deanna Baker	ELA/Social Studies Representative
Jeanne Dixon	Special Education Representative
Sandi Gibson	Special Education Representative
Rachel Cobb	School Counselor
Myra Robbins	Academic Coach
Joel King	Parent Representative
Charlie Minor	School Council Representative

B. We have used the following instruments, procedures, or processes to obtain this information . . .

As a part of the strategic planning, the Ringgold Elementary's School Improvement Planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI, GaMilestones, ACCESS for ELLs, Star Reading, Star Mathematics, IXL, Mobymax, FrontRow)

Georgia Milestones - The GaMilestones is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in reading, English/language arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)- This assessment measures the individual student's progress in English language acquisition. It is a large-scale test that first and foremost addresses the English

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language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ESOL students.

STAR Reading-STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

STAR Math- STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relations to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

IXL- IXL's skills are aligned to the Standards of Excellence and the Georgia Pre-K Program Content Standards, providing comprehensive coverage of math, ela, science, and social studies concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice questions specifically tailored to each required standard.

FrontRow- Front Row specializes in using technology and real-life scenarios to increase critical thinking, math, and reading skills for common core. Personalized support is provided to each student through videos and suggested peer mentors which appear on the screen as the student is working on targeted math practice areas. Targeted math practice is determined by a diagnostic assessment which assigns the student to a grade level by standard domain and will be automatically adjusted based on each student's accuracy rate. In addition, Front Row provides 3 part inquiry-based lessons that include math talk and video problem. ELA articles are cross-curricular to include social studies and science standards and provide at least 3 tiered levels for reading differentiation, plus word study and spelling practice have recently been added. Math and ELA components include benchmark assessments by domain or grade level for all domains. Front Row comes with individual report cards, growth reports, and other real time data that is useful to parents, administrators, teachers, and students.

Mobymax- Moby's diagnostic tests quickly assess student proficiency on each standard in the common core, letting you know exactly where gaps in student knowledge exist. Even better, Moby automatically assigns the appropriate lessons to target each student's missing skills. Formative assessment drives good instruction in the classroom. Moby automatically allows you to monitor student progress in real time so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district.

The committees met regularly at the school to discuss the needs of the school and give input to system level needs. The School Leadership Team will meet monthly throughout the 2016-2017 school year to monitor the school's progress on the plan and update/revise plan as needed.

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Grade levels and/or whole faculty meetings with the principal/assistant principal and system academic coach to analyze school, grade level, and individual student data. The principal meets regularly with teachers to analyze data, focusing on formative assessments and student's mastery of standards. The Local School Governance Team will meet four times per year to discuss school improvement.

C. We have taken into account the needs of migrant children by immediately identifying migrant students using the Parent Occupational Survey (POS). Migrant students travel with their parents as the parents follow seasonal work like picking vegetables and fruit or cutting timber, working poultry, dairy, and livestock. All POS forms are forwarded to Tom Tyler, Title III Coordinator, who reviews the information provided by parents and forwards appropriate forms to the Migrant Consortium Specialist. Ringgold Elementary School has no migratory students at this time. Catoosa County Schools are part of the Title I, Part C-Migrant consortium and this consortium will provide appropriate services to identified migrant students.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

Georgia Criterion Referenced Competency Test (%Meets/Exceeds)

Grade	Reading	Language Arts	Mathematics	Science	Social Studies
	2013-2014	2013-2014	2013-2014	2013-2014	2013-2014
3 rd	99	96	90	88	97
4 th	99	95	87	93	92
5 th	99	92	94	82	87

Georgia Milestones(%Developing/Proficient/Distinguished)

Grade	Language Arts		Mathematics		Science		Social Studies	
	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015
3 rd	75	75	82	89	79	88	75	80
4 th	69	74	88	84	74	77	73	68
5 th	84	81	80	86	68	69	79	84

The data above displays the percentage of students within each grade level, developing, proficient, or distinguished learners on the standards in the core content areas eligible for consideration for Title I purposes. We see a drop in the percentages across all content areas from 2013-2014 to 2014-2015. This could be the implementation of a new test. Reading and Language Arts have been combined into one content area on the GMAS. When comparing

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GMAS scores over two consecutive years, we indicate an increase in 5th grade Language Arts for this school year. 4th grade Math improved four percentage points as well as 4th grade Social Studies. All other areas either remained the same or decreased.

Mathematics	% Developing/Proficient/Distinguished Learner on GMAS									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	85	54	72	82	90	50	50	46	58	64
2015-2016										

Language Arts	% Developing/Proficient/Distinguished Learner on GMAS									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	73	55	68	70	80	75	67	44	50	63
2015-2016										

Science	% Developing/Proficient/Distinguished Learner on GMAS									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	82	38	64	82	70	50	60	41	58	55
2015-2016										

Social Studies	% Developing/Proficient/Distinguished Learner on GMAS									
	All Students	Black	White	Hispanic	Asian	Am. Indian	Multi Racial	SWD	LEP	ED
2014-2015	73	46	62	91	100	25	55	39	58	54
2015-2016										





































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The data indicates a need to improve in all academic areas for students with disabilities. Also, the economically disadvantaged need improvement across the board. We are currently waiting on results to determine areas of strengths and weaknesses within our groups. These will be updated and submitted when received.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards including the 2015 CCRPI Report. The chart below shows subgroups that did not meet standards:

Legend:	 Subgroup met both State and Subgroup Performance Targets	 Subgroup met Subgroup but not State Performance Target	 Subgroup met State but not Subgroup Performance Target	 Subgroup did not meet either the State or Subgroup Performance Targets
 Not Applicable	 Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	 Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	 Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	 Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan				
Asian/Pacific Islander				
Black				
Hispanic				
Multi-Racial				
White				
Economically Disadvantaged				
English Learners				
Students With Disability				

➤ Economically Disadvantaged (ED) students appeared to perform better in English language arts, but need support in other areas.

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- Students with disabilities did not meet standards in the content areas and need additional support.

CCRPI flags appear to align with our comprehensive needs assessment in showing our need to improve in the area of mathematics and science. 2015 GMAS data in the Statewide Longitudinal Data System (SLDS) indicate that algebra and measurement are our school's greatest area of need in math and earth science in the area of science.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were that all students across all subgroups scored higher in Math.
- The major needs we discovered were in Language Arts, Science and Social Studies. We will continue to work in the areas of measurement and algebra in Math. There is a need in the area of Earth Science.
- The needs we will address are Language Arts, Social Studies, and Science.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be the need to help students improve reading comprehension, writing, building number relationships to provide the foundation for strategies that help students remember basic facts. We will help students develop number concepts through hands-on use of manipulatives and visuals using strategies from Number Talks, Math 4 Today, and Engage NY. We will use technology programs (IXL, Mobymax, etc.) to reinforce student learning.
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
Lack of adequate differentiation in all content areas has been an issue. Differentiation is needed to support all students across all subgroups. We have been operating on a reduced number of instructional days and increased class sizes due to financial constraints imposed on our school system by State of Georgia.

G. The measurable goals/benchmarks we have established to address the needs are . . .

- Increase the percentage of students who score in the proficient/distinguished categories in Language Arts by 3%.
- Increase the percentage of students who score in the proficient/distinguished categories in Science by 5%.
- Increase the percentage of students who score in the proficient/distinguished categories in Social Studies by 5%.
- Increase the percentage of students who score in the proficient/distinguished categories in Math by 3%.

Student progress will be monitored throughout the school year. Interventions will be provided for students who do not master all the elements of the standard during the school day and after school.

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<p>2 . Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:</p>
<p><i>Response:</i> Ringgold Elementary School has implemented the following research-based strategies to impact positive student achievement:</p> <ul style="list-style-type: none"> • Staff development on standards-based instruction which includes “opening, workshop, and closing”: Cues, Questions, Thinking Maps, Rituals and Routines • Use of Online Assessment benchmark tests provided by the state to assess for learning and identify students who need differentiated instruction, particularly in math and science. • Implementation of STAR Math, STAR Reading, ixl.com, Mobymax, and Raz Kids technology programs. • Use of ixl.com for EIP/Tier 3 students. • Use of a Title I interventionist to work with struggling students. • Use of a Title I funded Academic Coach to support teachers with differentiation.
<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state’s proficient and advanced (exceeding) levels of student academic achievement described in Section 1111(b)(1)(D).
<p>A. <i>Response:</i> The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are :</p> <ul style="list-style-type: none"> • Development of performance-based tasks and assessments in all content areas • Development of data teams to analyze test data to improve instruction and support struggling students. • Use of STAR Reading, STAR Math, Mobymax and ixl.com to identify students who need differentiated instruction. • After school tutoring program for targeted students who do not meet adequate levels of student performance. • Use of math frameworks. • Implementation of a Guided Reading Program.
<ul style="list-style-type: none"> • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ○ strengthen the core academic program in the school. ○ increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum ○ include strategies for meeting the educational needs of historically

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underserved populations

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

National Council of Teachers of Mathematics. 2000. Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics

Van de Walle, John A. 2000. Elementary and Middle School Mathematics: Teaching Developmentally. 4th ed. New York: Longman.

Van de Walle & Lovin. 2006. Teaching Student-Centered Mathematics. New York: Pearson

Beaverton School District. 2013. A Study of Student Achievement, Teacher Perceptions and IXL Math. Empirical Education Inc.

MobyMax. 2013. 2x Learning: Principles of Scientific Based Research in MobyMax. MobyMax.com

Klein, Adria F. Providing Differentiated Reading Instruction to Meet the Individual Needs of Students. Learning A-Z, Inc.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and

Response:

- The School Counselor will provide college and career awareness activities and will coordinate with feeder middle school on the inclusion of information regarding vocational and technical education programs. The School Counselor also provides counseling in small group and individual sessions and arranges for mentors in our school mentor program.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local

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improvement plans, if any.
<i>Response:</i> We will progress monitor the identified sub-group students in numbers and operations, algebra, and measurement through their benchmark assessments and performance tasks. Prompt student feedback on math work will be provided in the classroom for major math tasks and projects. We will progress monitor science curriculum through pre and post assessments and the ixl technology program.

3. Instruction by highly qualified professional staff
<i>Response:</i> The percent of classes taught by teachers certified for subject and grade level is 100%. The percent of classes taught by teachers who participated in content-focused professional development is 100%. School-wide status includes hiring practices for only highly qualified personnel.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
<i>Response:</i> We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the <u>root causes of our identified needs</u> . For example . . . <ul style="list-style-type: none"> • Teacher and paraprofessionals will take part in training with the CCRPI process and the impact on student learning. • Academic Coach will model Math Workshop and all grade levels will participate in "Lesson Study" with the coach to support their implementation of Math Workshop • Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments. • Development of data teams in each grade level. • On-going training in the use of technology in the classroom. • 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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
<i>Response:</i> <ul style="list-style-type: none"> • Attend job fairs • School mentors for new hires • On site opportunity to earn PLU's

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We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Ringgold Elementary School will only interview and hire individuals who are highly qualified. An interview team will continue to be utilized to question and make recommendations of any new hires to the staff. Ringgold Elementary School will continue to provide on-going staff development opportunities for its staff members. Ringgold Elementary School will maintain its involvement with the professional development opportunities suggested by the Catoosa County Board of Education. Ringgold Elementary School administration and staff members will continue to hold the highest of expectations for themselves as well as maintaining those expectations for all students and their respective families.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
- Response:* To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- By October 31st, we will survey our parents asking them questions regarding communication, challenges/obstacles, and needs the parents have in being a partner with the school in their child's education. We will take the results of this survey and share the feedback gathered with the faculty and staff. Then, we will work as a faculty and staff to improve communication, remove obstacles, and meet the needs of parents in their effort to be a partner with the school in their child's education.
- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by including parents from Local School Council on the planning committee and sharing the results of that planning with all parents at Ringgold Elementary School for their feedback.
 - B. We have developed a parent involvement policy included in our appendices that
 - includes strategies to increase parental involvement:
 - (a) flexible dates/times for parent involvement activities,
 - (b) providing child care for parent involvement activities,
 - (c) providing parents with resources such as family literacy services and English classes,
 - (d) provide assistance to parents in understanding the state's academic content standards and assessments,
 - (e) show parents how to monitor their child's learning and assist their child at home with learning, specifically how to help their child with numbers and operations, and show parents how to help their child understand feedback given

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(f) ensure that notices of parent activities are sent in a timely manner (such as family literacy services)

- describes how the school will provide individual student academic assessment results, including a interpretation of those results. Ringgold Elementary School will host GEORGIA MILESTONES ASSESSMENT night to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children.
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public via school website, notebook in the office, Media Center and the Central Office.(internet, newspaper, newsletters)

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: Each year second grade students are given a tour of Ringgold Elementary. The Counselor visits 2nd grade classrooms to answer questions regarding 3rd grade. Second graders are given the opportunity to visit 3rd grade classrooms.

Annually, both Ringgold Middle School and Heritage Middle School holds a spring meeting for the purpose of preparing fifth grade students and their parents for the middle school transition. The middle school principal for our feeder pattern is the main presenter for this meeting. The parents and fifth grade students are provided a brief presentation from a former 5th grade parent and their child regarding changes parents/students can expect next year. The middle school principal then shares his/her expectations for middle school students and what parents should expect for their child academically in middle school.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: Catoosa County School teachers were included in the development of grade levels and content area SLOs. Teachers are included in decisions regarding use of academic assessment during collaborative planning. Through collaborative planning that occurs with the leadership of the Academic Coach and the administration, the teachers discuss and determine which assessments will be most beneficial for them. Through these collaborative planning efforts we have determined that we will give benchmark exams twice a year in ELA and Math to assess instruction and comprehension of the students on the material covered each 9 weeks. The staff has also agreed that rubrics should be used to assess student performance in all content areas. Rubrics should be shared with students (and parents when appropriate) prior to introduction of instructional units. Students should be taught to use rubrics to set their own performance goals and assess their progress. Rubrics should be linked to content standards. Self-assessment should be a component of each school's authentic assessment strategy. Students should

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participate in self-assessment of their own knowledge and skills. Rubrics and portfolios should be available to assist students in their self-assessment. Teachers will be trained on how to create a rubric and how to implement in an interdisciplinary unit. Teachers will have individualized input on the rubrics to be used.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: Response to Intervention is a process through which students who are experiencing academic, behavior, or speech difficulties may receive additional assistance, accommodations, or modifications to ensure success. Students in the RTI process receive a combination of classroom interventions, along with services from school academic and/or behavior interventionists. The process is teacher-driven and based on formative and summative performance data, which is collected on a regular basis, in a timely manner. When modifications and accommodations are not enough as documented through tiers of classroom and additional interventions, the school psychologist may screen a student for possible learning problems using appropriate diagnostic assessments. The RTI team members include teachers, parents, the RTI Interventionist, administrators, school psychologist, and other support personnel. RTI team members are notified of meetings through the use of email, mail, notes home, and phone calls. RTI meetings are scheduled during the teachers' planning times. Accommodations are made for our parents who must attend outside of typical school hours. Success of the RTI relies heavily on parent attendance and the fulfillment of all duties by team members (including documentation, administration of interventions, progress monitoring, etc.).

Administrators monitor report card grades, benchmark assessments, performance tasks and meet with grade levels/content specific teachers as appropriate to ensure students are receiving appropriate interventions. Students in need of effective, timely assistance may also be assigned to a specific Extended Learning Time (ELT) segment within the school day or be selected for after-school tutoring based on the monitoring of academic data analysis.

- 9 (b). Description of how resources from Title I and other sources will be used.

Response: Title I funds are not intended to serve as replacement for State/local funds. Title I funds are used ONLY to **supplement** the core academic program of reading, English language arts, mathematics, science and social studies as noted within the required needs assessment for schoolwide programs. Title I funds will be used to support the following:

- Parent Involvement Coordinator will be available to provide assistance to parents in understanding: the state's academic standards, local and state assessments, the requirements of Title I, who to monitor their child's progress and how to work

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with educators to improve the achievement of their children. Computers will be available for parents to access academic resources for their child. Computers will also allow parents the opportunity to learn new mathematics skills that will assist with their child at home. These will be purchased with Title I funds.

- One HiQ Math/Reading/Science/Social Studies Interventionist -One teacher to provide instructional support to students in greatest need in the content area of Small group instruction is a proven strategy for increasing higher academic achievement. This will support our goals as listed in section 1.G
- One HiQ Academic Coach who will work under the direct supervision of the Administration to provide additional support for teachers with instruction/academic intervention in the content areas with special focus on the workshop model which supports our goals listed in section 1.G.
- Instructional Supplies copy paper, Common Core Performance Books, Coach Practice Books, Binders, Projector Bulbs, Crosswalk Coach Books
- Professional Learning-
Teachers will visit model classrooms within the building to increase skills and learn new methods of differentiation.
- Books list the titles and how they will support your goals

Other Sources

Title I Homeless Set Aside will provide basic instructional supplies and tutoring if homeless students are identified at non-Title I schools.

Title III Consortium will provide professional learning for ESOL teacher to improve skills in English language acquisition support.

State professional learning funds will be used to

Instructional/Supply (local/state) fund will be used to support the instructional program in all core content areas, art, music, PE,

STEM Materials and activities are funded through a collaborative between WCS and TVA (or local funds, state grant, PTO, Fund Raisers, etc.

Attendance Incentives will be funded by the PTO and/or school fundraisers.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

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Response: Catoosa County 4-H, Catoosa County Family Collaborative, Title I, Part A and Part C (Migrant), , Part A, Title III, Part A, Transition activities with Head Start, and referral process for GED and other Adult education programs with Georgia Northwestern Technical College.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Ringgold Elementary School will host GEORGIA MILESTONES ASSESSMENT meetings to explain to parents how to read and interpret the GEORGIA MILESTONES ASSESSMENT scores of their children.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education (GaDOE): Office of Student Accountability website, the Catoosa County Schools website, as well as local newspapers. The GaDOE provides a comprehensive report for each school known as the College and Career Readiness Performance Index (CCRPI). A link to the CCRPI will be placed on the school website.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The GaDOE provides the disaggregation of State assessment results; therefore, the results are valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response: The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, an parent resource room. The SWP will be discussed at parent meetings, Open House, Title I Annual Meeting, and Local School Council meetings.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: The current plan is for the 2015-2016 school year, and is based on the data collected in the spring of 2014 and 2015. Since RES has not been identified as a Priority, Focus or Alert school the LEA has determined that a one-year plan is sufficient.

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16.	Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).
	<p><i>Response:</i> The Title I Schoolwide plan was developed with the involvement of the community to be served and as a part of strategic planning. All faculty were part of Catoosa County Schools' revision of the strategic plan giving input to develop goals and action steps. The School Improvement Team developed the needs assessment by analyzing various types of data throughout the school year. The School Improvement committee met monthly at the school to discuss the needs of the school. Next, the School Improvement Team shared the proposed goals and strategies with grade level and department teachers and gathered feedback. Finally, the School Improvement Team met to share the feedback from the needs assessment process with Local School Council and then with all parents. The School Improvement Team will continue to meet monthly during school to identify any needed updates and necessary changes to the schoolwide plan.</p> <p><u>School Improvement Team Members</u> Kim Erwin, Principal Braden Moreland, Assistant Principal Tami Fava, Third Grade Representative Alicia Webb, Third Grade Representative Tonya Bearden, Fourth Grade Representative Laura Whitely, Fourth Grade Representative Deanna Baker, Fourth Grade Representative Brandi Womack, Fifth Grade Representative Michelle Hope, Fifth Grade Representative Sandi Gibson, Special Education Representative Jeanne Dixon, Special Education Representative Rachel Cobb, School Counselor Myra Robbins, Academic Coach</p>

17.	Plan available to the LEA, parents, and the public.
	<p><i>Response:</i> The Title I Schoolwide Plan is available to all stakeholders on our website, parent resource center and community information table outside our front office. A copy remains on file in the Title I Coordinator's office, the Principal's office, and the Assistant Principal's office. The SWP will be discussed at all parent meetings, Open House, Title I Annual Meeting, and Local School Council meetings.</p>
18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
	<p><i>Response:</i> Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of parents of participating</p>

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students in the school speak as their primary language. The languages include, but are not limited to Spanish.

19. Plan is subject to the school improvement provisions of Section 1116.

Response: The plan is subject to the school improvement provisions of section 1116 and the School Wide Plan is based on the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development.